

The
WEST CHESTER BULLETIN



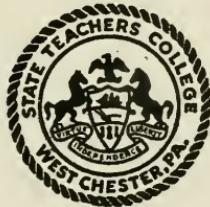
Catalogue Number
1941 - 1942

STATE TEACHERS COLLEGE
WEST CHESTER, PENNSYLVANIA

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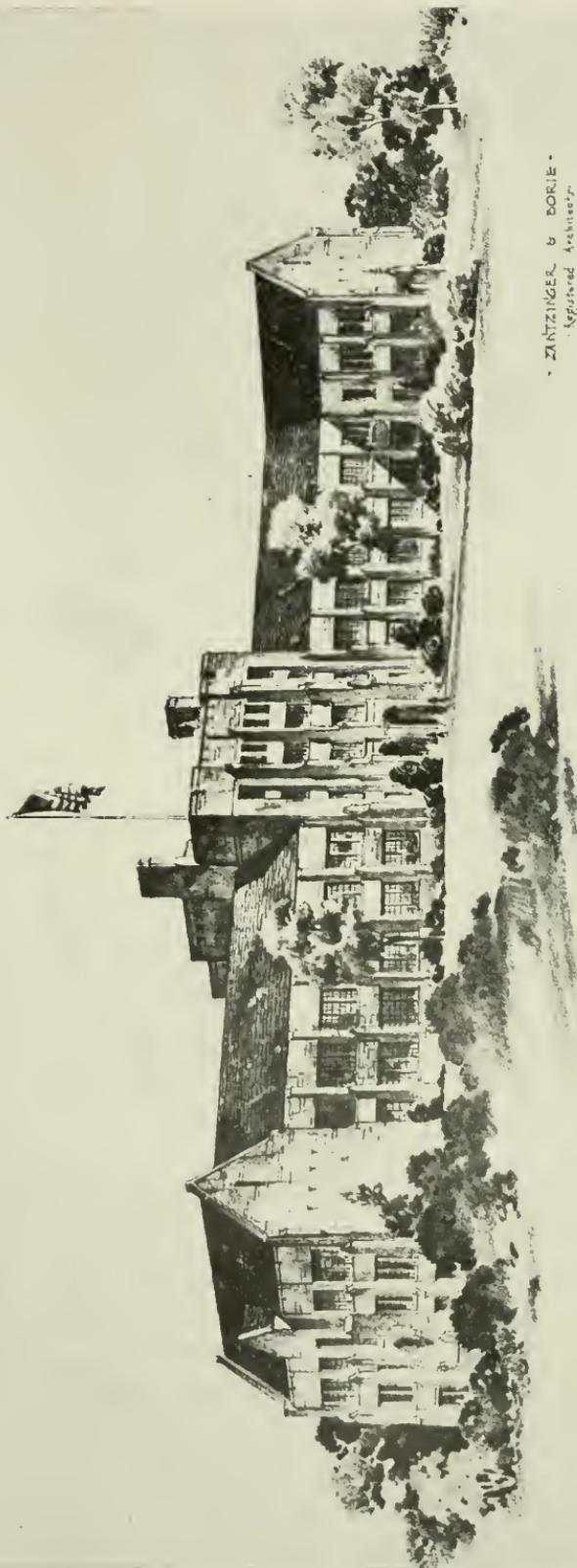
Vol. LXIX

No. 4

May 1941

STATE TEACHERS COLLEGE
WEST CHESTER, PENNSYLVANIA

NEW EDUCATION BUILDING



ZANTZINGER & DORRÉ
Registered Architects.

CALENDAR 1941-1942**Summer Session 1941**

Registration Day -----	Monday, June 23
Classes Begin -----	Tuesday, June 24
Session Ends -----	Saturday, August 2

Post Session 1941

Session Begins -----	Monday, August 4
Session Ends -----	Saturday, August 23

First Semester 1941-1942

Registration of Freshmen -----	Monday, September 8
Registration of Upperclassmen -----	Wednesday, September 10
Classes Begin -----	Thursday, September 11
Thanksgiving Recess Begins -----	Noon, Wednesday, November 26
Thanksgiving Recess Ends -----	Noon, Monday, December 1
Christmas Recess Begins -----	Noon, Saturday, December 20
Christmas Recess Ends -----	Noon, Monday, January 5
First Semester Ends -----	Noon, Saturday, January 24

Second Semester 1942

Classes Begin -----	8:00 a. m., Monday, January 26
Easter Recess Begins -----	Noon, Wednesday, April 1
Easter Recess Ends -----	Noon, Tuesday, April 7
Second Semester Ends -----	After last Class, Friday, May 22

Commencement 1942

Alumni Day -----	Saturday, May 23
Baccalaureate Sermon -----	Sunday, May 24
Class Day -----	Monday, May 25
Commencement -----	Tuesday, May 26

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High Street School ----- Grades 1 - 6
Gay Street School ----- Grades 1 - 8
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Senior High School ----- Grades 10 - 12 in the following fields:
English, Science, Geography, Social
Studies, Mathematics, French, Latin,
Health Education, Music.

VICINITY OF WEST CHESTER**Rural, Music, and Health Education**

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East Whiteland Consolidated School, Grades 1 - 8
Grove School—One Teacher, Grades 1 - 6
Harmony Hill School—One Teacher, Grades 1 - 6
Kennett Square Consolidated School, Grades 1-12
Marshallton Consolidated School, Grades 1-8
Sconnelltown School—One Teacher, Grades 1 - 6
West Goshen Consolidated School—Grades 1 - 8
Westtown Elementary School—Grades 1 - 6
Westtown-Thornbury Consolidated School — Grades 1 - 8

STATE TEACHERS COLLEGE

WEST CHESTER, PENNSYLVANIA

Location

West Chester is the county seat of Chester County, one of the three original counties laid out by William Penn. On the seal of the county is engraved a plow, symbolizing the agricultural character of the rolling hills which have often been compared to the beautiful English countryside.

To students of literature and art West Chester has significance, for it is the home of the distinguished novelist, Mr. Joseph Hergesheimer. Sidney Lanier once lived in West Chester, and the birth-places of Bayard Taylor and Thomas Buchanan Read are not far from the college. The country which Howard Pyle, the artist, made famous by his illustrations lies along the neighboring Brandywine, and the home of N. C. Wyeth, a world renowned pupil of Pyle, is at nearby Chadds Ford.

Not far from West Chester on the estate of Pierre S. duPont are the famous Longwood Gardens, which are open to the public. Here are found a magnificent conservatory, a beautiful open-air theatre, a famous carillon of bells, and a very beautiful display of colored fountains.

The country around West Chester is rich in historical significance. Valley Forge, with its impressive Memorial Chapel, the Brandywine Battlefield, Birmingham Meeting House, and the scene of the famous Paoli Massacre lie close at hand. The proximity of West Chester to historical Philadelphia enables students to enrich their courses and add to the value thereof by visits to well-known shrines and institutions, such as Independence Hall, Carpenters' Hall, the Betsy Ross House, the Poe House, the Benjamin Franklin Memorial, the William Penn House, the Pennsylvania Museum of Art, the Academy of Fine Arts, the United States Customs House, the United States Mint, the Zoological Gardens, the Franklin Institute, and the Academy of Natural Sciences. Philadelphia's fine musical organizations afford opportunities to music lovers to hear the best concerts and opera. This is a particular advantage to those interested in the course for music supervisors.

History

The college traces its beginnings to the West Chester Academy, which was organized in 1812. In 1869 the trustees of that institution took the first steps towards the establishment of the West Chester Normal School. Students came to this institution to prepare for teaching, and in 1871 the State began to grant money to pay for part of their training. This State Aid, as it was then called, has continued under different forms up to the present time. The West Chester Normal School had five principals, the last of whom, Dr. Andrew Thomas Smith, was a scholarly and deeply loved executive. The State Normal School became the State Teachers College in 1927, and the title of principal was changed to President. Among the principals and presidents who have served the school, the fourth principal, Dr. George Morris Philips, stands out prominently. For him the auditorium and administration building is named. Through his long term of service he made a contribution to education of which the college is proud. He stands out pre-eminently as a builder. When he took charge of the school, there was only one building on the campus, what is now the central part of the women's dormitory. During his principalship, which extended from 1881 to 1920, the plant was gradually increased with additions to the Main Building, the Old Gymnasium, the former principal's residence, the Infirmary, and the Recitation Hall. New educational techniques at the turn of the century gave us the Demonstration School and the Library. In 1911 Wayne Hall was built on the site of Camp Wayne, which was used for recruiting purposes during the Civil War. In 1925 the Philips Memorial was built. It is used as an administration building and as an auditorium. The Ehinger Gymnasium and the President's Residence on Rosedale Avenue were built in 1930. The most recent additions to the campus are the re-modeled Library and the Power House, a well-equipped Laundry, and a modern Education Building.

The college enjoys a reputation for leadership in the educational world. One of the earliest summer schools in the country was held here in 1877. West Chester printed one of the first Student Handbooks in 1895.

Among the material treasures of the school are an original painting of George Washington by Charles Wilson Peale for which Washington gave sittings at Valley Forge during the memorable winters of 1777-78; a mahogany grandfather's clock, once the property of Benjamin Franklin; a large collection of letters from the pens of Washington, Lafayette, Greene, Arnold, Wayne, Hamilton, Putnam, Sullivan, and Gates, as well as from such literary men as Sidney Lanier and Thomas Buchanan Read; the herbarium of Dr. William Darlington; and the autographed book collection of Dr.

George Morris Philips, to which the English Professional Club is constantly adding.

GROUND S AND BUILDINGS

The grounds of the State Teachers College consist of 52.8 acres located in the southeastern part of West Chester, on which are erected ten buildings, the value of the plant being estimated at approximately \$4,500,000.00.

The Main Campus

The major buildings of the college are located on the Main Campus, a tract of 12.5 acres. With its abundance and variety of magnificent old trees, it is one of the beauty spots of West Chester. It is laid out with convenient walks and driveways, and from early spring until late fall this attractive green campus is a familiar outdoor resting place for groups of students.

Wayne Field

Wayne Field is located west of the Main Campus. It is a tract of about 20 acres which serves for the athletic activities of men students. It provides a quarter mile running track with a 220 yard straight away, six tennis courts, and fields for soccer, football, and baseball. A recently installed system of lighting enables the athletic department to carry out a night football schedule.

Women's Athletic Field

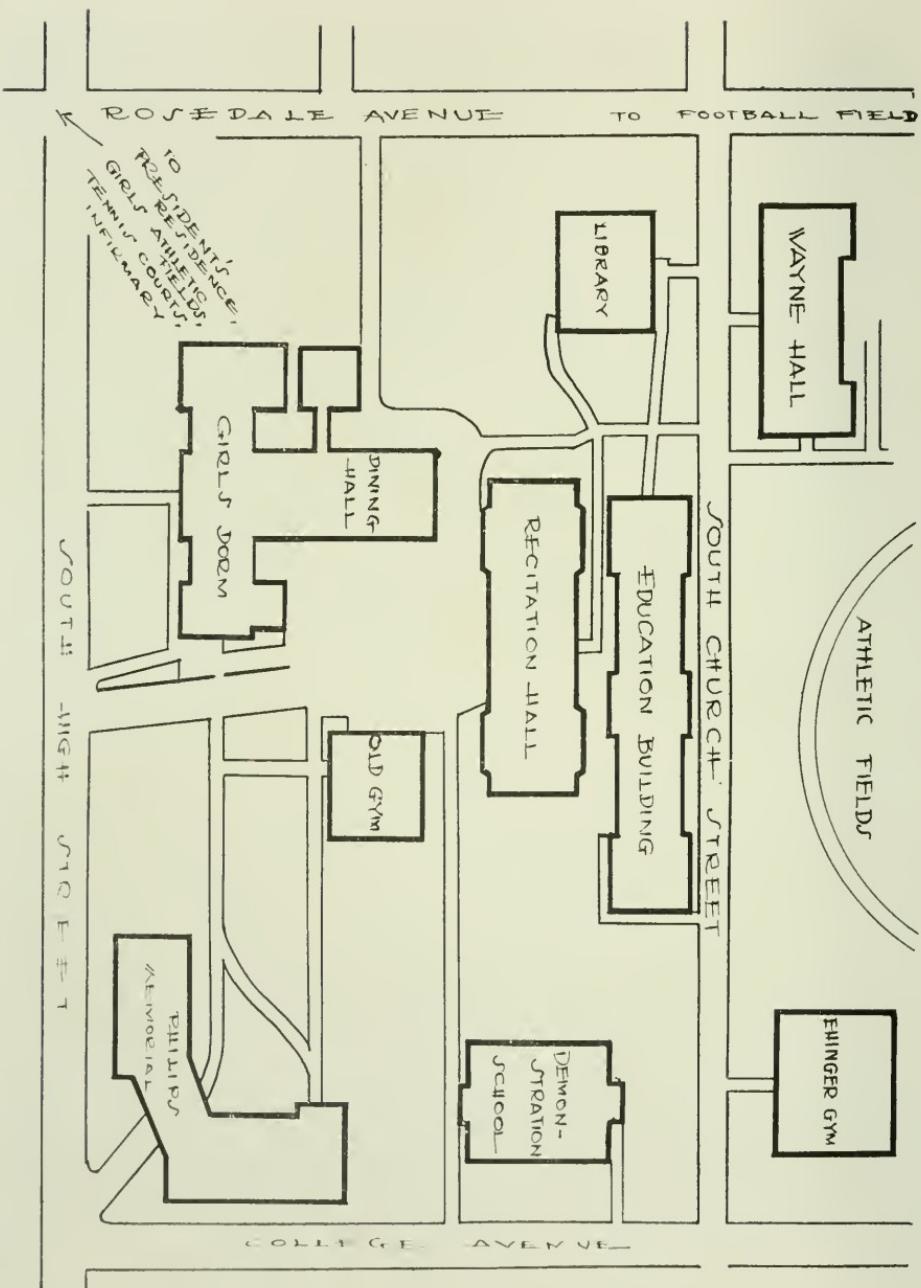
South of the Main Campus an extensive tract provides for the athletic activities of the women of the college. On this tract are located nine tennis courts and fields for hockey, soccer, softball, archery, and volley-ball. Every woman student of the college has an opportunity to engage in one or more of these sports.

Philips Memorial Building

This building is a memorial to the late Dr. George Morris Philips, former principal of the school. It contains an auditorium with a seating capacity of approximately two thousand, executive offices, and recreation rooms for faculty and students. It also houses the well-known Philips private library, previously referred to.



OLD MAIN



Main Building

This is a four-story building of green stone, having a basement equipped with laundry and pressing facilities for students. On each floor are bathrooms with modern toilet accommodations; two elevators make all floors easily accessible. A comfortable lobby affords opportunity for friendly get-togethers, informal teas, and after-dinner coffees. In addition there are three smaller social rooms, artistically furnished. The dining room, which accommodates both men and women students, is in charge of a trained dietitian.

Wayne Hall

This is a modern, well-equipped dormitory for men. It is built of green stone, is three stories high, and will accommodate 156 men.

President's Residence

The home of the President of the College, a recently renovated Chester County farm-house, is located on East Rosedale Avenue.

Education Building

This building has been recently completed. It has special rooms for speech and psychology clinics, special up-to-date equipment for the science department and its laboratories, large recreation and study rooms for day students, and offices for faculty members. It contains a full complement of well-equipped classrooms.

Library

The library contains about 34,000 selected books, and over 200 leading magazines and papers come regularly to its shelves. There is also a collection of over 8,000 mounted pictures and one of pamphlets and clippings numbering over 3,000. Material from both of these files may be borrowed for classroom use. The library staff consists of three full-time librarians, and a number of student assistants.

Gymnasiums

The college has two gymnasiums, the one gymnasium modeled after the Hemingway Gymnasium at Harvard; the other a newer gymnasium named for Dr. and Mrs. Clyde E. Ehinger, who were for thirty-four years at the Head of the Health and Physical Education Department of the college. Both buildings are modern in floor plans and equipment. The Ehinger Gymnasium is used by men and women students in the special Four-Year Health and Physical

Education Curriculum, and by the other men of the college. The other gymnasium is used by the other women of the college.

Demonstration School

This is a substantial, well-equipped building, which houses a kindergarten and the first six grades of the elementary school.

Infirmary

This building houses the student health service and an infirmary. Its equipment is modern and adequate. The staff consists of a resident physician and two trained nurses.

THE PURPOSE AND AIM OF THE STATE TEACHERS COLLEGE AT WEST CHESTER

A teachers college is a state, municipal, or incorporated private institution, or an independent unit of a recognized college or university, which has at least one four-year unified curriculum; which is devoted exclusively to the preparation of teachers; which has legal authority to grant a standard bachelor's degree; which has granted and continues to grant such degrees; and which requires for admission the completion of a standard four-year secondary school curriculum, or equivalent training.

The State Teachers College at West Chester, being distinctly a professional school, devotes itself exclusively to the preparation of teachers for the public schools of the Commonwealth. It enrolls only those who are fitted by character, native ability, and personality to be teachers of children. The courses offered are designed to give, in general, the necessary specific knowledge. The organization of class work and social life in the school aims to develop the personal qualifications essential for high grade teaching. A well-trained, experienced teaching staff strives to inculcate a sound philosophy of education and a thorough familiarity with the best modern school practices.

In order to provide a more tangible working basis for the administration of the college, several basic assumptions were agreed upon:

1. The primary purpose of a teachers college is to develop individuals who are well suited to the profession of teaching.
2. A secondary, but very important, function of the teachers college is to contribute to the advancement of educational thought and practice in the area which it serves.

3. The effective achievement of these purposes requires a comprehensive plan of action so that no important phase of the responsibility of the college is neglected.
4. Such a plan of action in order to achieve the primary purpose of the college must be so integrated around necessary areas of personal and professional development that the experiences of the individual shall be seen as a unit.
5. An educationally sound program of action must enable every member of the college community—faculty and administrative personnel as well as students—to engage in activities that lead to his or her continued growth along broadly social lines as well as in his or her field of special interest.

COLLEGE COMMUNITY ORGANIZATION AND ADMINISTRATION

Based upon the belief that all who share in the advantages of the college community should join in the responsibility of government, a college community has been conceived whereby faculty and students co-operate as fully as possible for the mutual advancement of the college program.

A number of Achievement Goals for each college year have been set up as tentative guides for a program of college life, subject to constant modification to meet new trends and needs. These Goals cover the areas of administration, instruction, student life, and personnel, community and service area relationships, and teacher training.

These Goals are achieved through a series of committees and co-ordinating agencies. The Executive Committee is an advisory group of faculty, aiding the President of the college in formulating and executing the general administrative policies of the institution. It is composed of the officers of administration, faculty members who are heads of the various standing committees of the college, and members elected at large.

The standing committees represent both faculty interests and faculty-student interests. They are the committees on Assemblies, Entertainment, Extra-Curricular Activities, Health, Publications and Publicity, Academic Adjustments, Placement, and the Heads of the Departments.

The purpose of the Student Senate is to unify the several individual student groups by establishing a central board on which all

college interests are represented and to be an advisory and policy forming group so that individual campus groups and standing committees may have the benefit of the opinions of the student body as a whole. The co-ordination of all student activities on campus is its ultimate goal.

In addition to the Senate, students elect their councils, and the councils, working with the Deans, co-operate in the government of the college.

Entertainment Course

Throughout the year entertainment is provided for the students in the form of special chapel programs, lectures, concerts, recitals, and plays.

An All-Star Entertainment Course brings to the campus each year distinguished lecturers and artists of the highest rank in music, drama, and the dance. These entertainments are available to the students at a very small cost which is covered by the Student Activity Fee. The college has been greatly aided in this project by the cordial co-operation received from the citizens of West Chester and vicinity. The committee in charge of entertainments is composed of representatives from the town of West Chester, members of the faculty, and students of the college. These entertainments are held in the Philips Memorial Auditorium. Among the attractions have been Lawrence Tibbett, John Charles Thomas, Helen Jepson, Grace Moore, Bidu Sayao, Nino Martini, Jussi Bjoerling, Jascha Heifitz, Mrs. Franklin D. Roosevelt, Maurice Hindus, Robert Lafollette, Alexander Woolcott, Richard Halliburton, Cornelia Otis Skinner, Rosalyn Tureck, National Symphony Orchestra, Jooss Ballet, Littlefield Ballet, Don Cossack Russian Male Chorus, Doris Humphrey and Charles Weidman, Richard Crooks, Philadelphia Opera Company, Cleveland Symphony Orchestra.

Musical Program

The college has the following well developed musical organizations:

1. Three College Bands; Elementary, Intermediate, and Advanced.

Membership in these organizations is determined by the background a student has in instruments when he enters college and his advancement while in college.

2. The College Criterions.

The Dance Band of the college consists of twelve men, carefully selected, who furnish the music at social functions.

3. The Men's Glee Club.
Thirty voices are chosen from the entire enrolment of the men students for this organization.
4. Three College Orchestras; Elementary, Intermediate, and Advanced.
Membership in these organizations is determined in the same manner as in that of the College Bands.
5. The College Choir.
This outstanding organization consists of all the men students and senior women students of the Curriculum in Music Education.
6. The Junior Choruses.
All freshman, sophomore, and junior women enrolled in the Curriculum in Music Education make up one chorus; the men from the same group make up the other.
7. College Women's Glee Club.
One hundred voices are carefully chosen from the women of the Elementary, Secondary, and Health Education groups for this club.
8. Other Student Musical Organizations.
Two Campus Instrumental Trios, the Sinfonietta, the Ensemble Club, the Music Club, the Composer's Club, and the Marching Band are seven organizations which have contributed most acceptably to the music on the campus.

Health and Physical Education Program

The State Teachers College at West Chester is one of the four State Teachers Colleges in the Commonwealth that offers the four-year curriculum in Health and Physical Education for the preparation of teachers and supervisors of health and physical education in the public schools of the Commonwealth.

In addition to this curriculum, each of the other curricula requires certain courses in health and physical education for all students pursuing that curriculum.

Intercollegiate Athletics

During the last few years it has become recognized more and more by educators and public alike that athletics are a part of general education because they provide situations that are akin to life experiences, and, as such are conducted with the purpose of developing the educational values which grow out of them.

With this in mind, the College Administration has set up an organization for the control of athletics, provided facilities, built schedules, and furnished instructors for the purpose of filling these educational needs.

Sports such as football, baseball, basketball, soccer, track, swimming, tennis, cross-country, gym team, la crosse, golf, and wrestling are conducted for the purpose of providing our young men with activities that will not only prove beneficial to their health but will also give them a training which will be valuable when they are called upon to coach these sports.

It is the policy of the College Administration first, to provide a variety of sports, as indicated above, in order that as many young men as possible may participate in the activity which interests them most and in which they may achieve a high degree of personal skill; second, to provide eligibility rules that are just and sensible yet will insure good scholarship; third, to provide schedules which are in our college class, yet are in keeping with the traditions and standing of our college; fourth, and finally, to give athletics their rightful place in our educational program of training teachers so that they will function properly in the life of the student body, but will not assume an importance out of all proportion to their value.

Intramural Athletics

An athletic program cannot be justified educationally if it is confined to intercollegiate competition alone. There must be provision for all the students, so the policy of the College Administration is to expand this part of the program for both men and women, in order that a variety of activities may be supplied for the majority of our students. Such sports as touch football, soccer, tennis, track, speed ball, volleyball, softball, basketball are organized and conducted for the young men students.

Women's Recreational Association

The intramural athletics for women are conducted by the above named organization for the social, physical, and recreational benefit of the women students of the college. Its governing council consists of the club officers and sports managers and two faculty advisers. Its program provides a wide range of activities including the modern dance, clog and tap dancing, hockey, archery, volleyball, swimming, life-saving, tennis, hiking, basketball, baseball, badminton, table tennis, tether ball, shuffleboard, handball, bowling, and winter sports such as sleighing, coasting, and skating. In addition the W. R. A. sponsors recreational evenings when both men and women students have opportunity to participate in a social dancing

class, to engage in roller skating, and to join in folk and old-fashioned square dancing.

Student Health Service

The Board of Trustees has authorized and sponsored the establishment at the college of a Student Health Service. It is felt that the ideal way of handling health problems is through an official health organization designed for this purpose. Such an organization is especially important in a teacher-training institution and serves as a vital link in the chain of public health teaching. As an example of good health to her pupils, the teacher must know what health means and also the procedures by which it may be obtained.

The college maintains a completely modern and efficient Student Health Service. A resident physician and two graduate nurses are on daily duty during the college year in the Infirmary where every facility is available for the care of the health of the student body.

The purpose of the Student Health Service is two-fold: first, to guard the health of the student while in college; second, to develop in prospective teachers the proper scientific health attitudes and habits. This service is provided without charge. Students are urged to avail themselves of the facilities of the Student Health Service and to be individually active in preserving the general good health of the college group.

Students are advised that, after the initial office consultation and first aid treatment by the college physician and nurses, subsequent treatments will be given by or under the advice of an outside physician of the student's choice. All expenses for medicine and treatment by the physician of the student's choice will be borne by the student. The physician of the student's choice may attend the student at the infirmary.

Placement Service

The State Teachers College at West Chester maintains a well organized and active Placement Bureau. This Bureau is under the direction of the Dean of Instruction. He is assisted in this work by a Committee on Placement composed of faculty members and seniors.

Members of School Boards, Superintendents, Supervising Principals or others who are in need of trained teachers are requested to make application to the Dean of Instruction as early as possible. The Placement Bureau is in a position to send out thorough and accurate information concerning each of the graduates of the college. This material is available to any school official who desires

the information in connection with an application made by one of our graduates. This information covers the scholastic standing, a thorough record of the student's teaching experience, ratings of personality and character by members of the faculty, together with a definite statement compiled by the graduate himself.

Graduates of the State Teachers College at West Chester are asked to keep in touch with the President in order that they may be recommended for better positions demanding experience. Graduates are also asked to keep the office informed of vacancies so that these positions, in turn, may be brought to the attention of teachers not placed.

Withdrawals from College

Students should immediately notify the Dean of Instruction of their withdrawal from the college. Should a student fail to comply with this requirement, the administration will, after ten days of unexplained absence, declare the student not a member of the college. The date on which his connection with the college terminates will be the day on which he last attended classes.

Dismissals from College

Administrative officers and the student councils may make recommendations to the President for suspension and dismissal. No student shall be suspended or dismissed from the college except upon the approval of the President.

Graduates

A student will be recommended for graduation when all the requirements for his curriculum have been met. Certificates will not be issued until all bills and obligations to the college have been met.

The Alumni

The West Chester State Teachers College Alumni number over twelve thousand and their devotion to the college is marked. The annual meeting held at the college just before Commencement is well attended, and active branch organizations hold meetings at the following places: Reading, York, Pittsburgh, Bethlehem, Pottsville, Atlantic City, New York City, and Allentown.

ADMISSION TO THE COLLEGE

The State Teachers College at West Chester, Pennsylvania, has always maintained high standards of scholastic work and has prided itself upon preparing teachers with fine ideals and satisfactory professional equipment. For the past few years it has been necessary to raise the entrance requirements for those students wishing to pursue their studies here. The Administration of the college believes that only the best graduates of our high schools should be encouraged to enter the teaching profession, those graduates being first fully informed of the responsibility and ready to assume it. The children of the Commonwealth deserve nothing less than the best equipped teachers for their instructors and mentors. To this policy the Department of Public Instruction has committed itself. In furtherance of this policy the college has adopted the following minimum requirements for those who wish to pursue professional work leading to entrance into the teaching profession of the Commonwealth. Applicants for admission to the college should carefully note these requirements and should communicate with the college authorities in the case of doubt as to the exact meaning of the regulations.

I. Candidates for Admission must satisfy the following Requirements:

- A. General Scholarship as evidenced by graduation from an approved four-year high school or institution of equivalent grade, or equivalent preparation as determined by the Credentials Division of the Department of Public Instruction, and ranking in the upper half of the class at graduation. Candidates for admission who lack this rank at graduation will be required to present further evidence of fitness.
- B. Integrity and appropriate personality as shown by an estimate of secondary school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance, and sympathy.
- C. Health, physical vigor, emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher, and absence of pre-disposition toward ill-health as determined by a medical examination at the college.
- D. Normal intelligence and satisfactory command of English as evidenced by ratings in standard tests. The tests

to be used will be prescribed each year by the Board of Presidents and will be uniform for all State Teachers Colleges.

- E. A personal interview with particular attention to personality, speech habits, social presence, expressed interests of the applicant and promise of professional development.

II. Special Requirements for All Candidates for Admission to the Four-Year Curriculum in Music:

Special attention will be given to the promise of professional development and musical ability of the candidate as shown by:

- A. The ability to sing songs with acceptable voice and interpretation.
- B. The ability to sing at sight with words and syllables, hymns and folk tunes with a fair degree of accuracy and facility.
- C. The ability to play, as a result of approximately two years of piano study, compositions equivalent to music of the second grade; or, sufficient ability on orchestral instruments and in orchestral technique to indicate capability to transfer this musical training to the piano.
- D. The abilities called for in A, B, and C above will be determined by special tests in sight reading, ear training, harmony, voice, piano, and musical instruments.

III. Special Requirements for All Candidates for Admission to the Four-Year Health and Physical Education Curriculum:

- A. The student must have actively participated in at least three types of physical activity during his secondary school career. These activities should include such types as football, basketball, baseball, soccer, hockey, tennis, swimming, and the regularly organized work in physical education or gymnasium classes.
- B. The student must satisfactorily pass the physical efficiency tests set up by the Health and Physical Education Department.

IV. Special Requirements for Elective Fields:

- A. Foreign Languages.
 - 1. To elect French, students must present two high school units of French.

2. To elect Latin, students must present three high school units of Latin.
- B. Mathematics.
1. To elect Mathematics, a student must present three high school units of Mathematics of which units Algebra and Plane Geometry must have been taken in the senior high school.
- C. Science.
1. To elect Science, a student must present one unit in Physics and one unit in Chemistry.

Note: When a student has chosen his elective field, his curriculum becomes a closed series of courses not subject to change without loss of credit.

Graduates of Junior-Senior High Schools

Graduates of a senior high school in a district maintaining an approved junior-senior high school organization will be admitted on evidence of twelve units* of preparation earned in grades ten, eleven, and twelve.

Irregular Entrance Qualifications

Graduates of approved two-year high schools are entitled to not more than eight units of credit, and graduates of approved three-year high schools to not more than twelve units of credit toward the standard admission requirements; provided, however, that such students having irregular entrance qualifications may take examinations at the close of the school year in additional subjects taken in county superintendents' offices in all counties having such students. These examinations will be given under the direction of the Credentials Bureau of the Department of Public Instruction, under a co-operative plan adopted by the Board of Normal School Principals, January 15, 1926. In case of failure in a subject or subjects the student, after additional study during the summer, may take a second examination in August at one of the teachers colleges or at any one of the centers where State examinations are regularly conducted; namely, Philadelphia, Harrisburg, Pittsburgh, or Scranton.

Under this arrangement, students who complete the work of a four-year high school with a three-year rating, may take examinations in fourth-year subjects and thereby receive credit equivalent to that of a four-year high school; graduates of a three-year high school

* A unit represents not less than 120 sixty-minute periods of prepared work or the equivalent.

with a two-year rating may take examinations in third-year subjects for credit in three years of approved high-school work. All inquiries should be addressed to the Credentials Bureau, Department of Public Instruction, Harrisburg, Pennsylvania.

EVALUATION OF CREDENTIALS

Credentials of all students entering the State Teachers Colleges on the basis of an approved four-year preparation are evaluated by the college; students not having an approved four-year preparation, or students whose preparation is irregular, shall have their credentials evaluated by the Credentials Bureau of the Department of Public Instruction.

Evaluation of credits cannot be made on enrolment day. This should be attended to prior to that day. The State Teachers College at West Chester will assist you if you submit your credentials early.

Advanced Credit

Advanced credit will be given for equivalent courses in approved institutions of collegiate grade, but no student may obtain a Teachers College certificate without a minimum residence of one year.

Courses offered for transfer of credits will not be accepted if the grade for that course is of the lowest passing grade of the institution assigning or giving the grade. If D is the lowest passing grade, courses so graded will not be accepted. If 70 is the lowest passing grade, no course will be accepted which is passed with a grade under 75.

Evidence of Character

All applicants for admission shall present evidence of good moral character and of ideals characteristic of the teaching service.

Obligations to the State

Every student who enters the State Teachers College at West Chester must sign an agreement to teach in the public schools of Pennsylvania for not less than two years.

STUDENT LIFE

Classification of Students

1. Dormitory Students are those who live in a dormitory and take their meals in the college dining room. All dormitory students are required to eat in the college dining room.

2. College House Students are those who live in an approved off-campus residence and take their meals in the college dining room. All college house students are required to eat in the college dining room.
3. Day Students are those who commute daily from and to the home of their parents or legal guardians. Those driving cars must register them with their respective deans.
4. Home Employment Students are those who work for their room and board in an approved home in the community of West Chester with the permission of the Director of Personnel.
5. Special Students are those who do not qualify in any of the above classifications but must have the approval of the respective Deans for their living arrangements. (i.e. Students who have had a number of years of teaching experience, and who return for further work, will confer with the Dean of Women concerning living arrangements. They must choose from the list of homes which the Dean of Women will present.)

The classification of all students is determined by the Deans of Women and Men. These Deans advise on the living conditions of all students.

All dormitory and resident students are required to eat in the college dining room. The President of the College may approve exceptions to the general rule in certain very rare cases.

Applications for permission to eat out of the College dining room must be filed in the office of the President of the College two weeks before the opening of each semester. The college Health Service will review each application based on a health condition, and may recommend approval, when the family physician has submitted a detailed diagnosis with a laboratory report such as blood count, urinalysis, and basal metabolism test.

Any student granted permission to eat out of the college dining room will be required to live in an approved off-campus house. *

* The college physician must be furnished with a diet list prepared and signed by the family physician. This list should be made out in duplicate, one copy to be kept at the eating place of the student's choice and the other copy to be placed on file at the College Infirmary.

Living

The college has 246 rooms for women and 78 rooms for men in the respective dormitories. Rooms are provided in off-campus houses for resident students. These rooms are inspected and approved by the Deans of Women and Men. Resident students are under the same regulations as dormitory students.

Students who live in the college dormitories, as well as those who live in off-campus homes, are provided with bed linens and counterpanes. All other bed furnishings and toilet necessities are provided by the students.

The laundry of Dormitory Students *only*—to the extent of twelve plain pieces per week—is done in the College Laundry. All pieces sent to the laundry must be plainly marked with the owner's name. Name tapes sewed on articles of clothing constitute the best identification. A laundry bag should be owned and used by every student.

The College Book Store carries, in addition to books, a complete line of student's necessities. This book store is operated as a student enterprise, the net receipts of which accrue to the benefit of the Student Activities Association.

Scholarship Requirements

A student once admitted to the State Teachers College at West Chester must establish himself as satisfactory. He must show that he has the capacity to do academic and professional work of college grade, and that he is in accord with the ideals of teacher training.

A student who fails to pass ten semester hours of work in any semester ceases automatically to be a member of the student body. This is in accordance with a faculty regulation. An honorable dismissal will be granted to any student who, while in good standing, withdraws from the college.

Residence Requirements

Two years of residence are required for graduation from any four-year curriculum. The exception to this rule is made for graduates of accredited colleges who may be graduated after completion of one full year's work in residence. Graduates of any two-year normal school curriculum are required to spend at least one additional year in residence to be eligible for a degree.

EXTRA-CURRICULAR ACTIVITIES

The Committee on Extra-Curricular Activities is made up of faculty members and elected representatives from the student body. The committee is generally responsible for developing the extra-curricular program, fitting it to the needs of the students, and co-ordinating its various phases into the whole of college living.

The program of extra-curricular activities at West Chester emphasizes four types of activities leading to individual and group development. The various clubs, organizations, activities, and responsibilities are grouped under one of the four headings according to type of development emphasized. The following indicates the four types together with some of the activities included in each phase:

Type A: Activities that center around college group life: activities of college community government and living, such as Student Senate, Student Activities Association Executive Board, Student Councils, Class Committees, Epicurean Club, Quad Angles, Student-Faculty Committees, Serpentine, Press Board, Little Theatre.

Type B: Activities that promote better professional development—that train for sponsorship and organization of “extra-class” programs in the public schools. The various departments of the college sponsor professional clubs, such as Elementary, English, French, Geography, Mathematics, Music, Rural, Social Studies, Science, men’s and women’s sports activities for health and physical education students.

Type C: Activities that promote finer ethical values. These groups have organized a Council of Religious Clubs that plan for a unified program for the year as well as emphasizing ethical action as a united front; it is through united effort in this area that we may raise the standards of honor and character on the campus. The organizations in this group are: Bible Study Club, Cardoza Club, Newman Club, Social Service Club, Y. M. C. A., and Y. W. C. A.

Type D: Activities that satisfy individual interests. These activities are those of hobby groups, and include a long list, such as art, athletics, debating, glee club, photography, phonography, nature study, orchestra, targeteers, etc.

Point System for Students

Each student is required to participate in the activities of a club for one semester of each of the four years on campus. The Extra-Curricular Activity Committee and the Personnel Department ask the co-operation of the students in an endeavor to offer a large number of students definite experiences in several types of school activities. There is no merit in accumulating a large number of points; the system will simply enable the Personnel Director to spread opportunity and divide responsibility. A certain number of points is demanded in order to offer more training to a larger group. It is hoped that the college will thus develop leaders and discover latent abilities as well as continue to enjoy the services of those who are naturally inclined to direct affairs. A copy of the details of the point system is available to each student.

PUBLICATIONS

QUAD ANGLES, the student newspaper, is published weekly by an undergraduate staff. Positions in the organization are open to any member of the student body with reporting or editing ability. A faculty member serves as adviser.

THE SERPENTINE is the college yearbook published under the direction of the Senior Class. This record of college activities of the year is edited by a student staff with a faculty adviser.

THE RAMS HORN is a publication of the Varsity Club produced on the occasion of each home game of the football season. The staff is made up from the undergraduate body of the college aided by a faculty adviser.

THE HANDBOOK is published each year as an aid to incoming freshmen. It is prepared by a student staff with the advice of a faculty sponsor.

WRITERS' HOLIDAY, a magazine of original student work, was published in May, 1940. It will appear from time to time as suitable creative material is submitted.

The student editor-in-chief and faculty adviser of each publication are also members of the student-faculty Press and Publicity Committee which helps in deciding general policies of publication.

SCHOLARSHIPS

Samuel Martin Scholarship Bequest—This is a fund which was left by the will of Mr. Samuel Martin "to be used to defray a part of the expenses of persons of limited means who are preparing to teach. . . Persons who are assisted shall preferably be educated at

the West Chester Normal School" (now State Teachers College). "Children of Friends, or persons in sympathy with Friends, are preferred." Persons wishing to obtain the benefits of this fund will inform J. Carroll Hayes, Esq., 121 North High Street, West Chester, Pennsylvania.

Theodore Presser Foundation Scholarship—A scholarship for music students is awarded by the Music Department, with the approval of the President of the College. The amount granted totals \$250.00 yearly, as approved by the Board of Trustees of the Presser Foundation. The award was first granted to West Chester in 1929.

The Sarah H. Mellor Scholarship Fund of the Chester County Council of Parent-Teacher Associations—Mrs. Sarah H. Mellor was associated with the State Teachers College at West Chester as student, teacher, and member of the Board of Trustees. Her interest in education, in general, in children, and in youth found expression in her devotion to the work of the Parent-Teacher Associations, especially of those in Chester County. It is, therefore, fitting that the Chester County Council of Parent-Teacher Associations memorialize her through this Scholarship.

A joint committee from the Chester County Council of PTA and the college will make the award annually to a Chester County student who is in attendance at the State Teachers College. This award of \$50.00 each year will be based on need, character, and ability.

York County Alumni Club Award—The members of this organization have established the Elsie O. Bull Scholarship fund, to be awarded each year by a Special Committee of Awards, to a person from York County who is attending or will attend the State Teachers College at West Chester. Need, ability, and promise are the prerequisites necessary for consideration. Mrs. Frances Hiestand Hartzell, 351 W. King Street, York, Penna., is the Chairman of the Committee for 1941-42.

Schuylkill County Alumni Association Award—A fund has been created by this group to be awarded each year by the Scholarship Committee of the Club to a person from Schuylkill County who is attending or will attend the State Teachers College at West Chester. Need, ability, and promise are the factors considered. Miss Mildred Herman, 714 N. Third Street, Pottsville, Penna., is the Chairman of the Committee for 1941-42.

State Scholarships—The State Department of Public Instruction offers a free scholarship of \$100.00 each year for four years to the student earning the highest score in the competitive examinations given on the first Friday of May each year. This scholarship

may be used at West Chester. Apply to your high school principal or to your county superintendent of schools.

LOANS

The college is eager to provide educational opportunities for needy and deserving students. A student whose record is satisfactory in academic work and in respect to personal and community responsibility may feel that his application for aid will receive favorable consideration. Applicants apply at the Personnel Office for necessary forms.

Alumni Loan Fund—This is a fund which was created by the Alumni Association to aid needy students in their junior and senior years. The maximum loan is \$100.00 per year. Loans must be used exclusively for college expenses. Applicants must be good students and in need. Legal security is required. No interest is charged. Repayments begin at the rate of \$15.00 monthly after graduation.

Student Loan Fund—This is an emergency loan for needy students which is to be repaid within a year. The maximum loan to any one student is \$25.00. No interest is charged. The loan must be applied to college expenses. It is limited to students in the regular session who have been in college for at least one semester. A record of "C" or better in scholarship is required to be eligible for this loan. No surety is required. Personal character and a sponsor's signature are the additional requisites for securing this loan.

Student Activities Association Loan Fund—The Student Activities Association, a student organization, has set aside \$3,738.00 as a fund to assist needy students through loans. Each application is decided upon its own merits by a Committee. Application forms may be secured at the Personnel Office.

Sensenig Memorial Fund—This fund is to be expended to assist or reward students who have shown or are showing outstanding ability and achievement in mathematics.

STUDENT HELP EMPLOYMENT

Applications for the various types of student employment are available after May first of each year. Appointments for the year are made about July 1st. Applications must be renewed each year.

Student Help Assistants—The college employs a limited number of students as helpers in some of the departments of the college; for example, the library, laboratories, and offices. They are paid on an hourly basis and may earn \$90.00 each semester. These jobs require training or experience.

Student Help Waiters—The college employs each year a number of waiters for its college dining hall. Students thus employed are paid on an hourly basis and may earn \$90.00 each semester.

National Youth Administration Aid—Needy students under 25 years of age who have good scholastic records may apply for employment under Federal grant. The amount available depends upon the Federal appropriation, which, if allocated, is received each August for the following college year. For purposes of spreading opportunities, this college divides many of the jobs, thus creating part-time jobs as well as full-time jobs. Each type pays thirty cents an hour depending upon the number of hours employed during a month. The maximum number allowed is 50 hours a month. This money must be used exclusively for college expenses and is available to those who could not otherwise attend college.

Opportunities for Earning Room and Board—Women students who may need work to earn their room and board should apply for such positions as may be available. Those who have had experience or training in home duties are more easily placed. The duties vary from caring for children and tutoring, to cooking, cleaning, and the performance of general household duties. Girls live under conditions and regulations approved by the college, and are encouraged to participate in all college activities. This work takes care of the \$252.00 a year charged for room, meals, and laundry of the student who might otherwise live in the dormitory. Those interested should write for application forms to the Adviser to Women after May first. A personal interview is required by both the Adviser to Women and the housemother.

There are a few similar opportunities for men. Those interested should apply at the Personnel Office.

Part Time and Odd Jobs—The Personnel Office offers to assist students who wish to earn money toward their college expenses. Students may register for such part time work or odd job work as may come to this office from the campus or the community. While the Personnel Office makes every effort to obtain places for those who wish employment, it cautions against depending upon this source for any regular or dependable income. The opportunities range from a few dollars to nearly \$200.00 for the college year, with an average of about \$20.00. Students who enter college with training in some special field are able to earn more than those with little or no training.

EXPENSES

A. UNIFORM FEES*

1. Tuition Fee

Students whose residence is out of the state will be charged a fee of \$105.00 per semester. It is understood that this fee has been operative since June 1, 1929, for entering students only. *Out-of-state students pay the contingent fee in addition to the tuition fee.*

2. Contingent Fee

A contingent fee for all students is charged each semester as follows:

Elementary Curriculum -----	\$36.00
Secondary Curriculum -----	36.00
Health and Physical Education Curriculum -----	54.00
Music Curriculum -----	90.00

3. Housing Fee

a. Housing rate for students:

The housing rate for students is \$126.00 per semester. This includes room, meals, and limited laundry.

- (1) For rooms with running water an additional charge of \$9.00 per student each semester may be made.
- (2) No reductions in the rate are to be made for laundry done at home nor for the absence of students who go home for a few days at a time.
- (3) A student may, at the discretion of the President of the College occupy a double room alone by paying an additional \$36.00 each semester.
- (4) For the purpose of meeting the requirements of those college students who live in off-campus rooming-houses but board in the college dining room, the housing rate will be divided, \$2.00 for room rent and \$5.00 for meals.
- (5) Students not living in the college dormitories but living in houses approved by the college will be responsible for their own laundry.

b. Housing rates for employees other than those included in the State Classification Schedule (faculty, clerks, etc.) are \$9.00 per week.

c. The rate for separate meals is:

Breakfast, \$0.30	Lunch, \$0.40	Dinner, \$0.50
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* The acceptance of a student is for a semester. Parents or guardians who are providing for the expenses of a student at the college should understand that their financial obligations are for a full semester.

4. Damage Fee

Students will be responsible for damages, breakage, loss, or delayed return of college property. The rooms are fully equipped for students at entrance. Any damage done to furniture, furnishings, or buildings beyond that which comes from use, will be charged to students. At the opening of the year all necessary electric lamps are furnished free. Thereafter, students pay for extra light bulbs. If damage results from using appliances other than those provided by the college, a proportionate amount will be charged to all students accountable.

5. Infirmary Fee

For minor illnesses, boarding students are charged \$1.00 for each day after the third day in the College Infirmary. This charge is exclusive of the fees of physicians, the expenses of employing trained nurses, and the costs of medicine, for all of which the students or the parents thereof are responsible. For the first three days no charge is made. In cases of serious illness, students are removed to a hospital where they will bear their own expenses.

Day students who are admitted to the Infirmary will pay board at the rate of \$2.00 per day. This charge includes the regular nurse and regular medical service, but does not include special nurse or special medical service.

6. Private Music Instruction Fees

The charge for private lessons in music, in the State Teachers Colleges maintaining the special curriculum in music, will be:

- a. Charges applicable to students in the Music Education Curriculum:
 - (1) Students enrolled in the Music Education Curriculum do not pay extra fees for private instruction in voice, piano, band, or orchestral instruments.
 - (2) Rental of pipe organ for practice, one period per day, \$36.00 each semester.
- b. Charges applicable to students in the Elementary, Secondary, or Health and Physical Education Curriculum:
 - (1) Voice, piano, band, or orchestral instruments, \$24.00 each semester—for one lesson per week.
Pipe organ, \$42.00 each semester—for one lesson per week.
 - (2) Rental of piano for practice, one period per day, \$6.00 each semester.
Rental of pipe organ for practice, one period per day, \$36.00 each semester.
Rental of band or orchestral instruments, \$6.00 each semester.

7. Miscellaneous Fees***a. Degree Fee**

A fee of \$5.00 will be paid by each candidate for a degree to cover the cost of degree diploma.

b. Record Transcript Fee

One dollar (\$1.00) will be charged for the second and each subsequent transcript of records.

c. Late Registration Fee

A late registration fee of \$1.00 per day, not to exceed \$5.00, will be paid by students who do not register on the appointed registration day, except where pre-approval has been obtained from the President of the College.

B. DEPOSITS**Advance Registration Deposit**

A deposit of \$10.00 must be made by all students when they request registration. This is a guarantee of the intention of the student to enter college for the term or semester designated. It is deposited with the State Revenue Department to the credit of the student's contingent fee. If, however, the student notifies the college at least *three weeks* before the opening of college that he is unable to enter, or if the student is rejected by the college, repayment of this deposit will be made through the Department of Revenue, on application from the student through the college authorities.

Check or money order for this amount should be drawn to the Commonwealth of Pennsylvania.

C. ADDITIONAL COSTS**1. Activity Fee**

A fee to be determined by each institution will be collected from all students (except those noted below) and administered under regulations approved by the Board of Trustees through a co-operative organization. This fee will cover the cost of student activities in athletics, lectures, entertainments, student publications, et cetera. Students taking extension courses or regular session students taking less than seven semester hours may secure

* No student will be enrolled, graduated, or receive a transcript of his record until all charges have been paid.

No fees or deposits other than those specified above may be charged by a State Teachers College.

the benefits of the Activities Program by the payment of the Student Activity Fee. This fee, as determined and collected by the Student Activities Association of the State Teachers College at West Chester, is for the year 1941-42, \$10.00 each semester.

2. Books

Each student purchases his own books. These may be bought at the College Book Store. The cost of books for a student is approximately \$12.50, each semester.

3. Gymnasium Outfits

All Health and Physical Education students are required to purchase a gymnasium outfit which costs approximately \$15.00. All freshman women students other than those registered in the Department of Health and Physical Education are required to have a gymnasium outfit, including a blue suit, white sweat-shirt, blue socks, and white sneakers, which may be obtained in the stores of West Chester. The approximate cost of the outfit is \$3.75.

D. REPAYMENTS

1. Repayments will be made:

- a. In cases of personal illness, the same being certified to by an attending physician, or for such other reasons as may be approved by the Board of Trustees, the amount of the housing and contingent fees paid by the student for the part of the semester which the student does not spend in college will be refunded.
- b. The advance registration deposit will be returned to a student provided he notifies the college not less than *three weeks* before the opening of the semester or term of his intention not to attend, or in case the student is rejected by the college.

2. Repayments will not be made:

- a. To students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from the college.
- b. Of the advance registration deposit or any part except where students give notice of their intention to withdraw at least *three weeks* before the college opens or when the student is rejected by the college.

SUMMARY OF COSTS PER YEAR**1. Students Enrolled in Elementary or Secondary Curriculum:****a. Boarding at college**

Contingent Fee -----	\$ 72.00
Activity Fee -----	20.00
Books (approximately) -----	25.00
Room, board, laundry -----	252.00
	<hr/>
	\$369.00

b. Day students—living at home

Contingent Fee -----	\$ 72.00
Activity Fee -----	20.00
Books (approximately) -----	25.00
	<hr/>
	\$117.00

2. Students Enrolled in Health and Physical Education Curriculum:**a. Boarding at the college.**

Contingent Fee -----	\$108.00
Activity Fee -----	20.00
Books (approximately) -----	25.00
Room, board, laundry -----	252.00
	<hr/>
	\$405.00

b. Day students—living at home

Contingent Fee -----	\$108.00
Activity Fee -----	20.00
Books (approximately) -----	25.00
	<hr/>
	\$153.00

3. Students Enrolled in the Music Curriculum:**a. Boarding at the college**

Contingent Fee -----	\$180.00
Activity Fee -----	20.00
Books (approximately) -----	25.00
Room, board, laundry -----	252.00
	<hr/>
	\$477.00

b. Day students—living at home

Contingent Fee -----	\$180.00
Activity Fee -----	20.00
Books (approximately) -----	25.00

	\$225.00

The college sends out bills twice a semester, once at the beginning of the semester, and again at the end of nine weeks. This divides the payments per year into four units of nine weeks each. If special arrangements, other than the above, are desired, the student should consult the Bursar of the College.

Checks for contingent fee and for room, board, and laundry should be drawn payable to the COMMONWEALTH OF PENNSYLVANIA. If U. S. Postal Money Order is used, the money order should be made payable at Harrisburg and to the Commonwealth of Pennsylvania.

The checks for the activity fee should be made payable to the *Student Activities Association at West Chester, Penna.*

CURRICULA OFFERED AT WEST CHESTER

1. A Four-year Elementary Curriculum

This curriculum embraces the following specialized fields:

a. Kindergarten-Primary

This curriculum is designed for four years of pre-service training in Kindergarten-Primary Education and leads to the degree of Bachelor of Science in Education.

b. Intermediate

This curriculum is designed primarily for four years of pre-service training in Intermediate Education and leads to the degree of Bachelor of Science in Education.

c. Rural School

This curriculum is designed primarily for four years of pre-service training in Rural Education and leads to the degree of Bachelor of Science in Education.

2. A Four-Year Secondary School Curriculum

This four-year curriculum is designed primarily to prepare for teaching in the Secondary Field and leads to the degree of Bachelor of Science in Education.

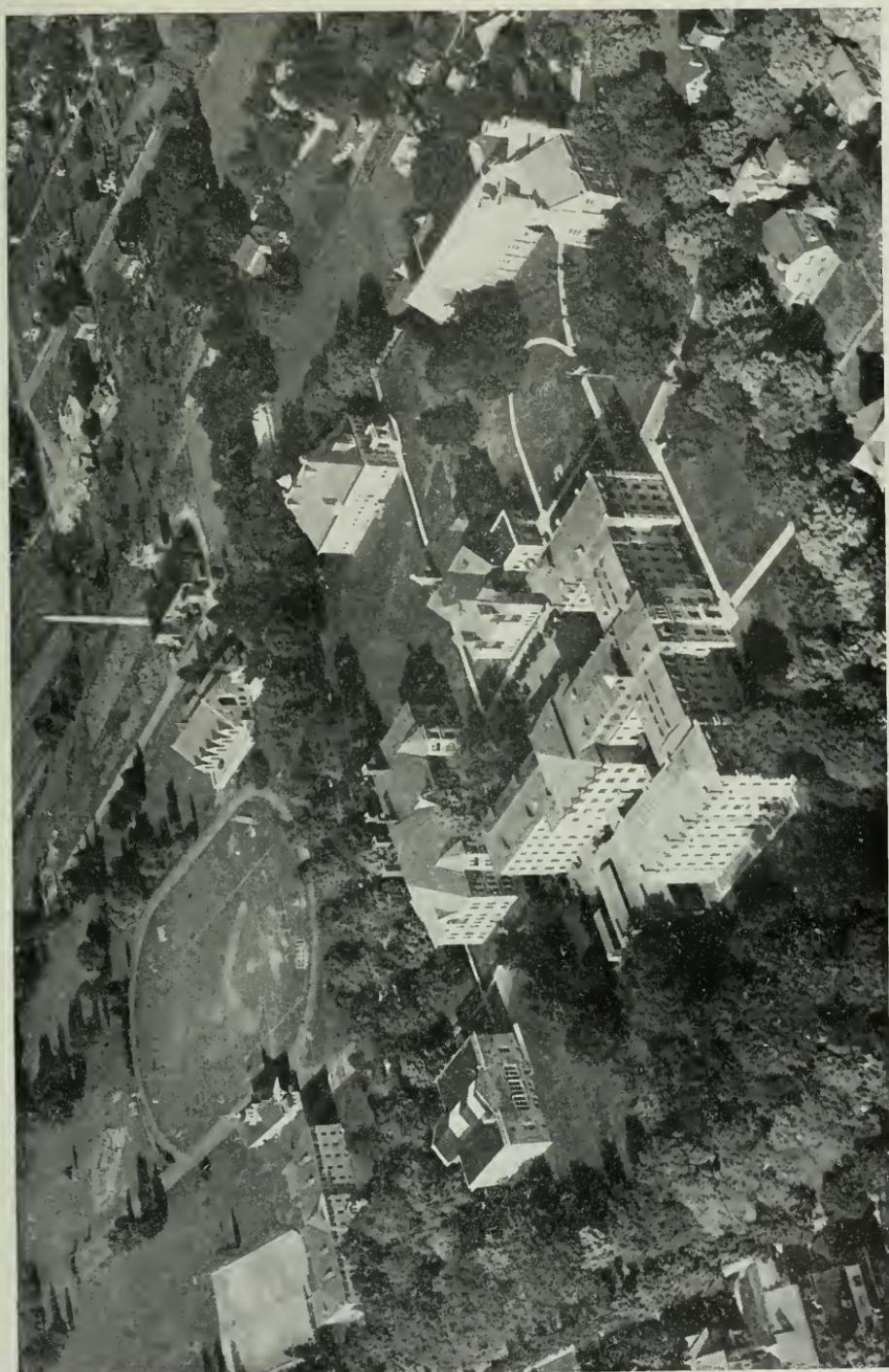
3. A Four-Year Health and Physical Education Curriculum

This four-year curriculum is designed primarily for the preparation of supervisors and teachers of Health and Physical Education in public schools and leads to the degree of Bachelor of Science in Health Education.

4. A Four-Year Music Education Curriculum

This four-year music curriculum is designed primarily to prepare teachers and supervisors of public school music and leads to the degree of Bachelor of Science in Public School Music.

AIRPLANE VIEW OF CAMPUS



ELEMENTARY CURRICULUM

The following courses are required of all students who wish to be graduated from the Kindergarten-Primary, Intermediate, or Rural Curriculum:

First Semester		Second Semester	
		Periods	Credits
English I, including Library -----	4	3	3
Fundamentals of Speech	3	3	3
Biological Science (1) --	4	3	3
Physical Education (1) -	2	1	2
Hygiene (1) -----	2	1	1
Education -----	3	3	4
Appreciation of Music --	3	2	2
	—	—	—
	21	16	21
			17
Third Semester		Fourth Semester	
Literature (1) (English)	3	3	3
Economic Geography ---	3	3	3
General Psychology -----	3	3	3
Physical Science (1) ---	4	3	3
Elective -----	3	3	5
	—	—	—
	16	15	18
			17
Fifth Semester		Sixth Semester	
American Government --	3	3	3
Teaching of Reading --	3	3	3
Music (1) -----	4	2	2
Art (1) -----	4	2	3
Curriculum in Arithmetic	2	2	2
School Law -----	1	1	3
Elective -----	3	3	3
	—	—	—
	20	16	21
			16
Seventh Semester		Eighth Semester	
Educational Measurements -----	2	2	24
Curriculum in Elementary Science -----	4	3	12
Visual Education -----	2	1	4
Children's Literature ---	3	3	3
Evolution of the American Public School ---	2	2	—
History of Penna. -----	2	2	28
Elective -----	3	3	15
	—	—	
	18	16	

*Sequence of courses subject to change for administrative reasons.

ELECTIVES IN THE ELEMENTARY CURRICULUM

The students enrolled in the State Teachers Colleges may qualify for the degree of Bachelor of Science in Education by satisfactorily completing the basic elementary four-year curriculum and sixteen semester hours of electives selected from approved courses offered at the College at which the degree is to be conferred.

The students desiring to specialize in Early Childhood Education (nursery school, kindergarten, grades 1, 2, and 3), Intermediate Education (grades 4, 5, and 6), or Rural Education (grades 1-6 or 1-8) shall be required to complete satisfactorily the basic four-year elementary curriculum and meet the following specific requirements for the field of specialization desired.

Early Childhood Education

	<i>Periods</i>	<i>Credits</i>
Early Childhood Education -----	3	3
*Student Teaching in grades below fourth--	24	12
Curriculum Materials Selection and Adaptation for Early Childhood grades-----	4	3
	—	—
	31	18

Intermediate Education

	<i>Periods</i>	<i>Credits</i>
Teaching of American History and Government -----	3	3
*Student Teaching in Intermediate Grades --	24	12
Curriculum Materials Selection and Adaptation for Intermediate grades -----	4	3
	—	—
	31	18

* Three semester hours of the twelve required may be observation and participation in other age levels of the elementary field.

Rural Education

	<i>Periods</i>	<i>Credits</i>
Rural School Problems	3	3
**Student Teaching under rural school conditions -----	24	12
Curriculum Materials		
Selection and Adap- tation to rural or in grades 1-6 or 1-8 under conditions ap- proximating those in rural schools -----	4	3
	—	—
	31	18

The following courses are approved as electives in the elementary curriculum:

	<i>Periods</i>	<i>Credits</i>
Agriculture and Nature Study -----	3	3
Astronomy -----	2	2
Arts and Crafts -----	3	3
Child Adjustment -----	3	3
Child Psychology -----	3	3
Civic Education -----	3	3
Conservation of Natural Resources -----	3	3
Diagnostic and Remedial Instruction in Reading --	3	3
Family Living -----	3	3
Geography of Europe -----	3	3
Geography of the United States and Canada -----	3	3
Industrial Arts -----	4	2
Mental Hygiene -----	3	3
Rural Sociology -----	3	3
Safety Education -----	2	2
School Finance -----	1	1
Special Education -----	3	3
Teaching of Arithmetic -----	3	3
United States History since 1865 -----	3	3

and courses in subject fields and special curriculums approved at the College in which the student is registered.

** Three of the twelve semester hours required may be observation and participation in the Early Childhood Education or Intermediate Education divisions.

SECONDARY EDUCATION CURRICULUM

The following courses are required of all students who wish to be graduated from the Secondary Education curriculum. It is necessary to have one major field of at least 24 semester hours and one minor field of at least 18 semester hours. If the student desires, it is permissible to have two majors or one major and two minors:*

First Semester

	<i>Periods</i>	<i>Credits</i>
English I, including Library -----	4	3
Fundamentals of Speech -	3	3
Biological Science (1) --	4	3
Physical Education (1) -	2	1
Hygiene (1) -----	2	1
Education -----	3	3
Appreciation of Music---	3	2
	—	—
	21	16

Second Semester

	<i>Periods</i>	<i>Credits</i>
English (2) -----	3	3
Principles of Geography	3	3
Biological Science (2) -	4	3
Physical Education (2) -	2	1
Hygiene (2) -----	2	1
History of Civilization---	4	4
Appreciation of Art ---	3	2
	—	—
	21	17

Third Semester

	<i>Periods</i>	<i>Credits</i>
Literature (1) (English) 3	3	3
Economic Geography --- 3	3	3
General Psychology --- 3	3	3
Physical Science (1) -- 4	4	3
Elective ----- 3	3	3
	—	—
	16	15

Fourth Semester

	<i>Periods</i>	<i>Credits</i>
Literature (2) (American) -----	3	3
Principles of Sociology--	3	3
Educational Psychology-	3	3
Physical Science (2) --- 4	4	3
Elective ----- 5	5	5
	—	—
	18	17

Fifth Semester

	<i>Periods</i>	<i>Credits</i>
American Government -- 3	3	3
Educational Measurements ----- 2	2	2
School Law ----- 1	1	1
Electives ----- 10	10	10
	—	—
	16	16

Sixth Semester

	<i>Periods</i>	<i>Credits</i>
Problems of Secondary Education ----- 2	2	2
Guidance ----- 2	2	2
Electives ----- 12	12	12
	—	—
	16	16

Seventh Semester

	<i>Periods</i>	<i>Credits</i>
Evolution of the American Public School ----- 2	2	2
Visual Education ----- 2	1	1
Philosophy of Education 2	2	2
Electives ----- 11	11	11
	—	—
	17	16

Eighth Semester

	<i>Periods</i>	<i>Credits</i>
Student Teaching and Conferences ----- 15	15	12
Curriculum Materials, Se- lection and Adaptation 4	4	3
	—	—
	19	15

*Sequence of Courses subject to change for administrative reasons.

AREAS OF CONCENTRATION IN THE SECONDARY FIELD**English Field**

(For complete description of the courses see pages 70 to 74.)

	<i>Periods</i>	<i>Credits</i>
Required—12 semester hours		
English (1) and (2) -----	7	6
Literature (1) and (2) -----	6	6
 Electives—6 semester hours		
Advanced Composition -----	3	3
English Philology -----	3	3
Contemporary Poetry -----	3	3
Essay -----	3	3
Journalism -----	3	3
Modern Drama -----	3	3
Modern Novel -----	3	3
Nineteenth Century Novel -----	3	3
Pre-Shakespearean Literature -----	3	3
Romantic Period -----	3	3
Shakespeare -----	3	3
Short Story -----	3	3
Victorian Prose and Poetry -----	3	3
World Literature -----	3	3

French Field

(For complete description of the courses see page 75.)

The department of French is organized at present to meet the needs of students who are preparing to become teachers of French, and requires at least two years of preparatory French as pre-requisite for admission to French I.

Students who desire some elementary knowledge of the language for their own general educational background, or who wish to study French as related to their chosen fields, should make their desires known to the department, so that new classes may be considered when the demand justifies it.

	<i>Periods</i>	<i>Credits</i>
Electives—		
I. Phonetics and Conversation -----	3	3
II. Composition and Readings in the Short Story -----	3	3
III. Readings from the 19th Century Prose	3	3
IV. French Romanticism -----	3	3
V. French Classical Prose of the 17th Century -----	3	3
VI. Drama of the 17th Century -----	3	3
VII. 18th Century Philosophers -----	3	3
VIII. French Novel of Today -----	3	3

Geography Field

(For complete description of the courses see pages 76 to 79.)

Required—6 semester hours

Principles of Geography -----	3	3
Economic Geography -----	3	3

Electives—12 semester hours

Geography of Europe -----	3	3
Geography of Latin America -----	3	3
Geography of Pacific Realm -----	3	3
Geography of United States and Canada ---	3	3
Climatology and Meteorology -----	3	3
Commercial and Industrial Geography -----	3	3
Conservation of Natural Resources -----	3	3
Field Courses (To be approved) -----	3	3
Physiography -----	3	3
Trade and Transportation -----	3	3

Latin Field

(For complete description of the courses see pages 85 to 86.)

The Latin courses are planned definitely for those students who propose to become teachers of the subject. The newest methods are discussed and evaluated and an opportunity is given to use these methods in the local high school. Attention is focused upon the Latin language and literature as they reappear in living languages and literatures, and upon Roman social and political customs as reflected in our daily lives.

A student may enter any Latin course if he has had three years of preparatory Latin.

Periods Credits

Electives—

I. Ovid and Virgil -----	3	3
II. Livy -----	3	3
III. Cicero and Tacitus; "De Senectute" and "De Amicitia" -----	3	3
IV. Horace -----	3	3
V. Plautus and Terence -----	3	3
VI. Roman Civilization -----	3	3

Mathematics Field

(For complete description of the courses see pages 86 to 88.)

The department of Mathematics is primarily organized to give prospective teachers of Mathematics training in the various areas of the subject and also to give special attention to methods of presentation.

It seems necessary for prospective teachers of Mathematics in secondary schools to enroll in this department during their freshman year.

Periods Credits

Electives—

Analytic Geometry -----	3	3
Calculus (1) -----	3	3
Calculus (2) -----	3	3
College Algebra -----	3	3
College Trigonometry -----	3	3
Statistics -----	3	3

Teaching of Junior and Senior High School		
Mathematics -----	3	3
College Algebra (2) -----	3	3
History of Mathematics -----	3	3
Synthetic Geometry -----	3	3

Science Fields

(For complete description of courses see pages 94 to 101)

General Science Field*Periods Credits***Electives**—Minimum 24 semester hours

*Botany I and II -----	8	6
*Zoology I and II -----	8	6
*Chemistry I and II -----	12	8
*Physics I and II -----	12	8
Advanced Nature Study -----	4	3
Ecology -----	4	3
Qualitative Analysis -----	4	3
Food Chemistry -----	4	3
Modern Physics -----	4	3
Physics Laboratory -----	4	3
Physiology -----	4	3

* Recommended

Chemistry Field**Electives**—Minimum 24 semester hours

*Chemistry I and II -----	12	8
*Qualitative Analysis -----	4	3
*Quantitative Analysis -----	4	3
*Organic Chemistry -----	4	3
*Food Chemistry -----	4	3
*Industrial Chemistry -----	4	3
Physical Chemistry -----	4	3
Colloidal Chemistry -----	4	3

* Recommended

Physics Field*Periods Credits***Electives**—Minimum 24 semester hours

*Physics I and II -----	12	8
*Modern Physics -----	4	3
*Electricity -----	4	3
*Optics -----	4	3
*Physics Laboratory -----	4	3
*Mechanics -----	4	3
Physical Chemistry -----	4	3
*Astronomy -----	4	3
Sound -----	4	3

* Recommended

Biological Science Field**Electives**—Minimum 24 semester hours

*Botany I and II -----	8	6
*Zoology I and II -----	8	6
*Advanced Nature Study -----	4	3
*Anatomy -----	4	3
*Ecology -----	4	3
Bacteriology -----	4	3
Embryology -----	4	3
Entomology -----	4	3
Genetics -----	3	3
Histology -----	4	3
*Physiology -----	4	3

* Recommended

Physical Science Field*Periods Credits***Electives**—Minimum 24 semester hours

*Physics I and II -----	12	8
*Chemistry I and II -----	12	8
*Astronomy -----	4	3
*Qualitative Analysis -----	4	3
Optics -----	4	3
*Modern Physics -----	4	3
Physical Laboratory -----	4	3
Physical Chemistry -----	4	3
Quantitative Analysis -----	4	3

* Recommended

Social Studies Field

(For complete description of the courses see pages 101 to 105.)

Required—13 semester hours

American Government -----	3	3
Economics -----	3	3
History of Civilization -----	4	4
Sociology -----	3	3

Electives—at least 5 semester hours

Modern European History -----	3	3
Social and Industrial History of the United States -----	3	3
Comparative Government -----	3	3
Early European History -----	3	3
Evolution of Social Institutions -----	3	3
History of England -----	3	3
History of the Far East -----	3	3
History of Latin America -----	3	3
History of Pennsylvania -----	2	2
History of the United States (1) -----	3	3
History of the United States (2) -----	3	3
Industrial Relations -----	2	2
Introduction to Philosophy -----	3	3
Renaissance and Reformation -----	2	2
Social Problems -----	3	3

HEALTH AND PHYSICAL EDUCATION CURRICULUM

All men students in the Health and Physical Education Curriculum must participate in six varsity sports over a period of four years. By participation is meant active membership in a varsity squad for the entire season of that sport.

Students enrolled in the Health and Physical Education curriculum may choose their electives from any of the elective fields listed under the Secondary Education curriculum groups of electives.*

First Semester

Periods Credits

English I, including Library -----	4	3
Biological Science (1) --	4	3
Chemistry -----	4	3
Personal Hygiene -----	3	3
Appreciation of Music --	3	2
Physical Education Activities -----	9	3
	<hr/>	<hr/>
	27	17

Second Semester

Periods Credits

English (2) -----	3	3
Biological Science (2) --	4	3
Chemistry of Nutrition---	4	3
Appreciation of Art ----	3	2
Education -----	3	3
Introduction to Physical Education -----	1	1
Physical Education Activities -----	9	3
	<hr/>	<hr/>
	27	18

Third Semester

Literature (1) -----	3	3
Physiology (1) -----	3	3
History of Civilization --	4	4
General Psychology ---	3	3
Physical Education Activities -----	6	2
Elective -----	2	2
	<hr/>	<hr/>
	21	17

Fourth Semester

Hygiene (Community) -	3	3
Physiology (2) -----	3	3
Descriptive Anatomy ---	3	3
Physical Education Activities -----	6	2
Educational Psychology -	3	3
	<hr/>	<hr/>
	18	14

Fifth Semester

Speech Fundamentals --	3	3
Economic Geography --	3	3
Mechanical Analysis of Activities (Applied Anatomy) -----	2	2
Physical Education Activities -----	9	3
Elective -----	4	4
	<hr/>	<hr/>
	21	15

Sixth Semester

Physical Education Tests	3	3
American Government --	3	3
Mechanical - Anatomical Analysis of Activities (Individual Gymnas- tics) -----	2	2
Principles of Sociology--	3	3
Physical Education Activities -----	9	3
Elective -----	3	3
	<hr/>	<hr/>
	23	17

* Sequence of courses subject to change for administrative reasons.

	Seventh Semester		Eighth Semester	
	<i>Periods</i>	<i>Credits</i>	<i>Periods</i>	<i>Credits</i>
Philosophy of Education	2	2	Student Teaching and Conferences	18
Leadership in Protective Procedures	2	2	Curriculum Materials, Selection and Adapta- tion	4
Nature and Function of Play	2	2		
Festivals and Pageants	2	2		
Organization and Admin- istration of Physical Education	4	4		
Visual Education	2	1		
Physical Education Activities	6	2		
	<hr/> 20	<hr/> 15		

MUSIC EDUCATION CURRICULUM

Students enrolled in the Music Education curriculum may choose their electives from any of the elective fields listed under the Secondary Education curriculum groups of electives.

First Semester

	<i>Periods</i>	<i>Credits</i>
English I, including		
Library -----	4	3
Education -----	3	3
Harmony (1) -----	3	3
Solfeggio (1) -----	3	2
Ear Training (1) -----	3	2
Private Study -----	9	3
Health Education -----	2	1
	<hr/>	<hr/>
	27	17

Second Semester

	<i>Periods</i>	<i>Credits</i>
English (2) -----	3	3
Fundamentals of Speech -----	3	3
Harmony (2) -----	3	3
Solfeggio (2) -----	3	2
Ear Training (2) -----	3	2
Private Study -----	9	3
Health Education -----	2	1
	<hr/>	<hr/>
	26	17

Third Semester

	<i>Periods</i>	<i>Credits</i>
Appreciation of Art ----	3	2
History of Civilization -	4	4
Harmony (3) -----	2	2
Solfeggio (3) -----	3	2
Ear Training (3) -----	3	2
Eurythmics (1) -----	2	1
Private Study -----	9	3
	<hr/>	<hr/>
	26	16

Fourth Semester

	<i>Periods</i>	<i>Credits</i>
Principles of Sociology -	3	3
Literature (1) or (2) --	3	3
Harmony (4) -----	2	2
Elements of Conducting-	2	2
Methods and Materials		
(1) -----	4	3
Eurythmics (2) -----	2	1
Private Study -----	9	3
	<hr/>	<hr/>
	25	17

Fifth Semester

	<i>Periods</i>	<i>Credits</i>
General Psychology ----	3	3
Advanced Choral		
Conducting -----	3	3
Harmony (5) -----	2	2
History and Appreciation		
of Music (1) -----	3	3
Methods and Materials		
(2) -----	4	3
Private Study -----	9	3
	<hr/>	<hr/>
	24	17

Sixth Semester

	<i>Periods</i>	<i>Credits</i>
Educational Psychology -	3	3
Harmony (6) -----	2	2
Advanced Instrumental		
Conducting -----	3	3
History and Appreciation		
of Music (2) -----	3	3
Methods and Materials		
(3) -----	4	3
Private Study -----	6	2
	<hr/>	<hr/>
	21	16

Seventh Semester

	<i>Periods</i>	<i>Credits</i>
Physical Science -----	4	3
Student Teaching and		
Conferences -----	8	6
Private Study -----	6	2
American Government --	3	3
	<hr/>	<hr/>
	21	14

Eighth Semester

	<i>Periods</i>	<i>Credits</i>
Educational Measure-		
ments -----	2	2
Student Teaching and		
Conferences -----	7	6
Private Study -----	6	2
Elective -----	5	5
	<hr/>	<hr/>
	20	15

* Sequence of courses subject to change for administrative reasons.

CERTIFICATION REQUIREMENTS FOR TEACHING

Beginning Teachers

Paragraph 14, Section 1210—School Laws of Pennsylvania: "After the first day of September, one thousand nine hundred and twenty-seven, all persons receiving certificates to teach in the public schools of the Commonwealth, except emergency certificates, as herein provided for, shall have the qualifications required herein of beneficiaries of the salary schedule."

This means that a necessary pre-requisite to teaching in the public schools of the State is the possession of a properly issued certificate covering the type of work to be carried on. Certificates are issued for the elementary fields, for certain subject matter fields in the secondary schools, and for teaching and supervising in such special fields as music, health education, etc.

Only two types of certificates are now issued upon the partial completion or completion of curricula at the college: viz., the Standard Limited Certificate and the College Certificate. The end of the issuance of the Standard Limited Certificate, however, is definitely in sight.

It is necessary for a student to have been registered in an elementary curriculum prior to January 1, 1937, in order to have a two-year State Standard Limited Certificate issued. If the first registration in an elementary curriculum has been between the dates of January 1, 1937 and February 1, 1939, three years of work will be necessary for a State Standard Limited Certificate. If a student first registered in an elementary curriculum after February 1, 1939, regardless of how much former college work has been completed, a degree is necessary and the certificate issued will be a Provisional College and not a State Standard Limited.

This results from action taken recently by the State Council of Education to the effect that no person may enter the teaching profession in the public schools of the Commonwealth after February 1, 1943, without four years of post-high school preparation. Therefore, after this date, the college certificate will be required for all new entrants into the teaching profession in the public schools.

Concerning the requirements for certification for teaching in other states, the Dean of Instruction should be consulted.

Limited Certificate

Any student in the Elementary Curriculum who finds it necessary to enter the teaching profession before completing the full requirements for the degree, Bachelor of Science in Elementary

Education, may secure a State Standard Limited Certificate if the requirements for this certificate are met. This State Standard Limited Certificate will be issued in the elementary field to a student who has completed the first three years of the four-year curriculum provided credits for six semester hours of student teaching have been secured.

Permanent Certificate

The Permanent College Certificate requires three years of successful teaching in the public schools of this Commonwealth under the Provisional College Certificate and the satisfactory completion of six semester hours of additional work of collegiate grade, completed subsequent to the issuance of the baccalaureate degree. One-half of the additional work must be professional and the remainder related to the subjects or subject fields on the certificate. This certificate is then a permanent license to teach.

Teachers in Service

The following conditions apply only to those persons who have taught in Pennsylvania public schools prior to July 1, 1922. (No credit will be allowed toward the completion of the entrance requirements or of the regular normal school course for teaching done after July 1, 1922).

The sixteen units of high school work required for entrance to the State Teachers College may be earned in approved high schools, summer schools, extension classes, correspondence study in institutions approved by the Department of Public Instruction in accordance with the following amendment:

After January 1, 1931, not more than the equivalent of three years of high school credit or fifty-four counts, may be earned by passing subjects in Pre-Professional Examinations. This does not apply to persons who have been assigned some credit prior to January 1, 1931. This means that persons applying for credit for the equivalent of a four-year high school course after January 1, 1931, must have credit for at least one year of approved work in an accredited school.

Entrance and college credits based on teaching experience has not been granted since September 1, 1927.

Credit for student teaching other than that done under the direction of the normal school or college will not be approved.

Credit toward entrance or toward graduation with a degree will not be allowed for experience in teaching.

DESCRIPTION OF COURSES BY DEPARTMENTS

Not all of the elective courses listed will be given in any one year. Whenever the demand for a course warrants the offering of that course, an effort will be made to give the course during the year in which the demand is made. In several cases, certain electives will be given one year and other electives will be given the following year, thus setting up a scheme of alternating certain elective courses.

A R T

Miss Farnham, Head of the Department;
Miss Lamborn

Art I—Elementary Industrial Art 2 credits

This course is designed to develop imagination and taste in using materials such as paper, cardboard, wood, yarn, raffia, and clay, and to develop an appreciation of the educational value of these materials. General principles underlying art teaching are considered through lectures, readings, reports, and discussions. *Miss Farnham, Miss Lamborn.*

Art II—Elementary Drawing, Design, and Color $1\frac{1}{2}$ credits

A course designed to give students an idea of the intrinsic values of art in an educational program. It stresses expression rather than technical competence. It aims to prepare the prospective teacher to guide and instruct children in art expression. Studio practice consists of problems in picture building, problems in design and color, lettering, and problems in integrating art in the general school program. *Miss Farnham, Miss Lamborn.*

Art IV—The History and Appreciation of Art 2 credits

The essential periods of art throughout the ages are surveyed. The place of art in many cultural patterns is stressed and an attempt is made to develop fundamental principles of critical judgment and to increase the enjoyment and appreciation of art in everyday life. *Miss Farnham, Miss Lamborn.*

Arts and Crafts 3 credits

This is an elective course, useful for students who wish to develop skill in camp and playground crafts. The problems include experiments with various inexpensive materials, and the activities are arranged with regard to the interest and needs of the individual student. *Miss Lamborn.*

Design 3 credits

An elective course planned to develop judgment and creative power in problems of abstract and decorative design, and also includes a study of the recent tendencies in design. Studio practice consists of creating designs for posters, textiles, crafts, decorative drawing, and painting. *Mrs. Andes.*

Creative Art 3 credits

The aims of this elective course are to develop expression in drawing and painting and to furnish a basis for aesthetic judgments. The activities are arranged with regard to the individual interests of the students. *Miss Farnham.*

E D U C A T I O N

Dr. Cressman, Head of the Department; Mrs. Stabler, Miss Burnet, Mr. McKelvie, Miss Connell, Miss Smith, Miss Hobbs, Dr. Heim, Dr. Kessler, Dr. Daily, Miss Baldwin, Dr. Sykes, Dr. Denworth, Miss Thurston, Dr. Chatterton.

Place and Purpose of Education in the Social Order 3 credits

This is distinctly an orientation and guidance course. It deals particularly with the problems that face the student in understanding the nature and importance of the teaching profession and his own preparation for it. It offers a broad survey of the educational organization in the country at large with detailed reference to certain particular situations. *Dr. Cressman, Miss Connell, Miss Smith, Dr. Sykes, Dr. Denworth.*

Philosophy of Education 2 credits

To help the student to do his own thinking concerning the underlying purposes of education in a Democracy and to see how these affect the work of the teacher, the schools, and the nature of the educational program is the aim of this course. Readings, discussions, reports, investigations, and lectures are a part of the course. *Dr. Cressman, Miss Smith, Dr. Sykes.*

Evolution of the American Public School System 2 credits

A course including an historical consideration of the growth and development of public education in the United States from Colonial times to the present. Special emphasis is placed upon the history of education in Pennsylvania. Required readings, reports, lectures, and discussions are a part of the course. *Dr. Cressman, Miss Smith, Dr. Sykes.*

Principles of Secondary Education

3 credits

The purpose of this course is to survey briefly the development and nature of secondary education in America, the nature of the secondary school population, and the adolescent boy and girl in particular. Special attention is given to current and possible future trends. *Dr. Cressman, Dr. Sykes.*

Teaching of Primary Subjects

3 credits

The subjects considered in detail are the teaching of Spelling, the teaching of Language, and the teaching of Geography. Special emphasis is given to the principles and philosophy of the activity program and to the development of unit work. The course is designed to give the students of the Kindergarten-Primary curriculum a brief, but comprehensive, acquaintance with the subjects taught in the primary grades. *Mrs. Stabler.*

Kindergarten-Primary Curriculum

3 credits

This course deals primarily with kindergarten-primary aims, purposes, techniques, and equipment. Special attention is given to modern tendencies in kindergarten-primary practice, particularly to the relation of the kindergarten to the primary grades. Observation in the Demonstration School is a prominent feature of the course. *Miss Thurston.*

Teaching of Reading

3 credits

The technique and methods of the teaching of reading activities from the kindergarten through grade six. The course covers the evolutionary development of reading, the place of reading activities in life, and certain of the physiological and psychological aspects of reading. Special attention is given to the problems of material, to measurements of progress, and to diagnosis and remedial methods. Demonstrations and discussions are important features of the course. *Miss Baldwin.*

Diagnostic and Remedial Instruction in Reading

3 credits

This course is concerned chiefly with diagnosing the difficulties which children in the early grades have in developing desired reading skills and with the application of effective remedial measures. A reading clinic serves as an effective laboratory for part of the work of the course. *Miss Baldwin.*

General Psychology

3 credits

A basic course required of all students. Emphasis is placed upon human growth and development and an understanding of the

individual in his relationship with a larger social world. Contributions from psychology are brought to bear upon the phenomena of behavior as it is studied and interpreted. *Mr. McKelvie, Miss Connell, Miss Smith, Dr. Kessler, Dr. Denworth.*

Educational Psychology 3 credits

Various practices in education are evaluated in the light of the facts and principles of psychology in relation to present educational issues. Several basic psychologies of learning are considered, such as Thorndike's conditioned response and Gestalt. Such topics as forgetting, intrinsic and extrinsic learning, individual differences, transfer of training, and personality are considered. *Mr. McKelvie, Miss Connell, Miss Smith, Dr. Kessler, Dr. Denworth.*

Child Psychology 3 credits

This course is concerned with the study of the development of the child from birth to the adolescent years. The physical, environmental, and psychological factors that condition the child's development are considered, and the factors leading to abnormal development and behavior problems, as well as factors contributing to the normal development of the child, are given special attention. *Dr. Kessler.*

Child Adjustment 3 credits

A course in mental hygiene applied to the problems of the elementary school child. Problems of adjustment relate to school, home, and community. Plans for child accounting are studied. Prerequisites: General and Educational Psychology. *Dr. Kessler.*

Special Education 3 credits

Consideration is given to general problems involved in teaching the Mentally Superior, the Mentally Retarded, and the Physically Handicapped children including the blind and the deaf. The course includes methods of meeting the educational, social, and psychological needs of all those types of exceptional children especially when they are retained in the grades, and serves as a general introductory course dealing with children placed in various types of special educational opportunities. *Dr. Denworth, Dr. Kessler, Miss Smith.*

Safety Education 2 credits

The course in safety education deals with such topics as rules, regulations, and laws concerning the driving of automobiles; rules, regulations, and laws setting forth the rights of pedestrians; a study

of other hazards that endanger life, such as regulations for fire drills and regulations concerning exits from public buildings. Other topics of a similar nature are dealt with in this course. *Mr. Killinger.*

School Finance

1 credit

The principles and problems involved in providing adequate financial support for education, with especial attention to the situation in Pennsylvania, are dealt with in this course. Matters pertaining to taxation, equalization of school support, budgeting, financial accounting, insurance, financing student activities, management of cafeterias, and similar topics will be discussed. *Dr. Cressman, Dr. Sykes.*

Pre-School Child

2 credits

A study of the development of the child from birth to the kindergarten age. The course consists of detailed discussions and investigations of the physical, mental, emotional, and social factors that contribute to this development. Special attention is given to the problems of the nursery school. *Miss Smith.*

Mental Hygiene

3 credits

This course attempts to analyze the individual from several standpoints according to the principles of mental hygiene. The practical phase of the course is the application of these principles to individual problems of adjustment to the school and society. *Miss Smith, Dr. Kessler.*

Educational Measurements

2 credits

The various educational and achievement tests are examined, discussed, and studied as to use, value, and interpretation. The fundamentals of educational statistics are studied in connection with their use in the testing program. *Dr. Pickett, Dr. Kessler, Dr. Sykes.*

Guidance

2 credits

This course is designed to give a general view of all phases of the guidance program in the secondary school. The unit on educational guidance treats such topics as interest tests and their use, colleges and their opportunities, educational opportunities other than college, financing educational plans, the college of the future. In vocational guidance, techniques for developing and guiding the interests and abilities of individuals are stressed. The third unit concerns itself with human relations. Activities are presented to shed greater light upon the social development of the individual, the home room program, personality development, tests of social usage, the hand book, and human relations courses. General administra-

tion, organization, and curriculum in guidance complete the course.
Mr. McKelvie.

Visual Education 1 credit

A course which considers the need for visual aids in teaching, types of visual aids available, and the general techniques pertinent to their use. Detailed studies are made of the school journey, objects, models, museums, the still and motion picture, and varied graphic materials. The course is largely a laboratory course with special emphasis upon the actual practice and application of the techniques studied. *Dr. Heim.*

Problems of Secondary Education 2 credits

A consideration of the practical problems of development, organization, and management as they affect today's high school teacher at work. It considers in detail such problems as marks and marking, modern disciplinary situations, student participation in school control, extra-curricular activities, and the changing curriculum. *Miss Connell.*

School Law 1 credit

This course concerns itself with the sources of school law and with trends in its development in the United States in general and in Pennsylvania in particular. A major part of the course is devoted to a detailed consideration of existing school legislation in Pennsylvania. Desirable new legislation is discussed and some comparison made with school laws in neighboring states. The work consists of discussions, reports, lectures, and investigations. *Dr. Cressman.*

Curriculum Materials 3 credits

The course in Curriculum Materials is closely related to the work student teachers are doing at the time. Each supervisor teaches the course to those students who are doing student teaching under her supervision. Emphasis is placed on selection and adaptation of teaching materials, first for those schools in which the students are teaching, and second, in the fields in which they may find positions later. The common principles of curriculum construction are presented in all groups, but the details and applications vary in different groups—elementary, secondary, and the special fields. *Miss Burnet, Mrs. Stabler, Dr. Daily, Miss Hobbs, Dr. Sykes, Dr. Chatterton.*

Rural School Problems 3 credits

The problems that arise from the background and form of organization of the rural school comprise the basis of the course. Be-

cause of the prevalence of one-teacher schools, particular emphasis is placed on their problems, but attention is also given to the particular problems of the consolidated school. The purpose of the course is to understand these problems and to find the most satisfactory solutions for them. *Dr. Sykes.*

Student Teaching and Conference

12 credits

A period of apprenticeship for the prospective teacher, this course provides opportunity for the beginner to observe and to participate in a period of practice teaching under the sympathetic guidance of master teachers. Student teaching is carried on to meet the needs of each curriculum—Elementary, Secondary, Health and Physical Education, and Music Education. *Miss Burnet, Mrs. Stabler, Dr. Daily, Miss Hobbs, Dr. Sykes, Dr. Chatterton.*

Teaching of Manuscript Writing

1 credit

A course intended to develop skill in writing the manuscript form. It also treats the subject as a present trend in the education of the young child. The point of view assumes that manuscript writing will be taught in the first three grades as a basis for a cursive system in grades four, five, and six. The course will consider such topics as reasons for teaching manuscript writing, letter forms, size for different grades, position, manuscript writing scales, transfer to cursive, and general methods for teaching manuscript writing. Attention is given to building a writing program for the whole elementary school. *Mr. McKelvie.*

Psychological Clinical Practice

3 credits

The work will cover case studies, giving, scoring, and interpreting mental tests, personality inventories, and the use of clinical instruments. The course is open only to students who have had the proper requisites, and admission is granted by the director of the clinic and by the Dean of Instruction. Credit will be awarded on the basis of one semester hour of credit for each forty-five clock hours spent in the actual work in the clinic. *Dr. Kessler.*

ENGLISH

Miss McCarthy, Head of the Department; Mrs. Newman,
Miss Tyson, Miss Geyer, Miss Wilson, Miss Clark, Miss
Ramsey, Miss Barrer, Mr. Ricker, Dr. Slagle, Miss Baldwin.

English I

3 credits

This course includes significant historical aspects of the English language, work in vocabulary enrichment, use of the dictionary, and perfection of sentence structure through grammatical analysis. Frequent themes based on outside readings related to students' interests are required. *Mrs. Newman, Miss Geyer, Miss Clark.*

English II 3 credits

The interpretative side of English from the sentence to the paragraph and to the composition as a whole is stressed in this course. Analysis, outlining, and precis writing are practiced. Creative writing is primarily composition of an expository and descriptive nature. Prerequisite: English I. *Mrs. Newman, Miss Geyer, Miss Clark.*

English III 3 credits

In this course a study of the several forms of prose writing is made. Students are given opportunity to try each form studied. Prerequisites: English I and II. *Mrs. Newman, Miss Wilson.*

Journalism 3 credits

This is a course in school journalism, aiming to give experience in the organizing and conducting of a school newspaper. It includes a brief history of journalism, a study of the methods of reading newspapers, a study of the staff organization of the school paper, and practice in writing news, features, editorials, and headlines. *Mrs. Newman.*

English Literature 3 credits

A survey of English literature from the tenth through the nineteenth century. Particular attention is given to major figures, literary movements and productions, with minor consideration given to types. An anthology is used. *Miss McCarthy, Mr. Ricker, Dr. Slagle.*

American Literature 3 credits

A survey of American Literature from Colonial days to the twentieth century, this course gives special attention to major figures and to the influence of political and social events on American letters. An anthology is used. *Miss McCarthy, Mr. Ricker.*

Children's Literature 3 credits

This course acquaints the prospective teachers with the stories, poems, and fiction known as children's literature. The student is also trained in using indexes and guides that enable him to select and locate appropriate material for daily classroom use and for programs celebrating various occasions during the year. *Miss Wilson.*

The Eighteenth Century 3 credits

A study of the writings of such literary figures as Pope, Dryden, Addison, Steele, Swift, Jonson, Goldsmith, Sheridan, Congreve, Wicherley, Defoe, Pepys, Burns, Blake, Thompson, et cetera. *Dr. Slagle.*

Nineteenth Century Novel 3 credits

The purpose of this course is to acquaint students with some of the prominent English and American novelists of the nineteenth century. Sir Walter Scott, Charles Dickens, William Thackeray, George Meredith, George Eliot, Samuel L. Clemens, Henry James, and William Dean Howells are among the writers who are studied. *Miss Clark.*

Modern Novel 3 credits

An attempt to acquaint students with some of the prominent English and American novelists of the twentieth century is made in this course. Representative novels by such writers as John Galsworthy, Arnold Bennett, H. G. Wells, Willa Cather, Edith Wharton, Ellen Glasgow, Sinclair Lewis, and Theodore Dreiser are read and discussed. *Miss Clark.*

World Literature 3 credits

A limited number of recognized literary classics of the world are studied in translations in this course. Some attempt is made to recognize the indebtedness of English literature to these masterpieces. *Miss Ramsey.*

The Romantic Period 3 credits

The major representatives of the Romantic Movement from Wordsworth to Tennyson, including the forerunners of the movement and its philosophy, are studied. An effort is made to connect the movement with contemporary literature. *Dr. Slage.*

Victorian Prose and Poetry 3 credits

A survey of the literature of the Victorian period and a detailed study of eight prominent authors. Some attempt is made to show the beginnings of certain literary and social movements that affect present day thinking. *Miss McCarthy.*

Pre-Shakespearean Literature 3 credits

This course covers in survey fashion some of the plays which are important in the development of the English drama up to the time of Shakespeare. *Miss Ramsey.*

Shakespeare 3 credits

Material for this course consists of an outlined study of Shakespeare's time in English history and a detailed study of the most representative plays in such a way that this study may be used by students for teaching any of the plays. *Miss Ramsey.*

Modern Poetry 3 credits

The principal contemporary English and American authors are

considered in this course. Tendencies in the form and thought of modern poetry are studied. *Mrs. Newman.*

Short Story 3 credits

This course is concerned with the development of the short story. Foreign forms and modern experiments are briefly considered. The teaching connections with both composition and literature are stressed. *Dr. Slagle.*

The Essay 3 credits

This course covers the nature of the essay and its place in modern literature. The readings are from both English and American essayists; the collections of essays read include 18th century, 19th century, and 20th century essays. *Mr. Ricker.*

Philology and Grammar 3 credits

A study of the history and development of the English language and an intensive study of the essentials of English grammar, with the relation of these principles to the structure of sentences. *Miss Geyer.*

Play Production 3 credits

A fundamental course in the theory and practice of acting and directing, it is designed to stimulate the cultural and social development of the student and to aid the prospective teacher who will be called upon to produce plays. It contains text material in technique; reading and discussion of examples of dramatic literature; and laboratory practice in life study, pantomime, interpretation of lines, and the production of one-act plays. *Miss Barrer.*

Modern Drama 3 credits

The content of this course consists of historical background, biographical material, a survey of modern methods in theatre, and the plays of modern dramatists from Ibsen to the present day. The bulk of this material is presented through classroom lectures and discussion; in addition, there is a reading requirement of a certain number of plays by each student. *Miss Ramsey.*

Dramatics in the Elementary Grades 3 credits

This course deals with the techniques of dramatic-play, dramatization, and play production. It includes discussion of the educational principles underlying the choice of the form to be used with children in the kindergarten and elementary grades. It is planned to give the student a critical acquaintance with a variety of materials and to furnish a basis for the selection and utilization of such materials. *Miss Barrer.*

Choral Speaking

3 credits

Choral Speaking aims, through the communal voicing of poetry, to stimulate appreciation, interpretation, and artistic expression of poetry; to demonstrate the educational and social value of unison speech; and to train choral leaders in the technique of choir conducting and in the selection and treatment of materials. *Miss Tyson.*

Speech

3 credits

This course includes the study and application of the fundamental principles of effective speaking and training in the selection, organization, and development of materials suitable for speeches for special occasions and speeches adapted to the needs of professional and business people. Special emphasis is given to the study of the regulations governing deliberative assemblies and to practice in parliamentary procedure. *Miss Tyson, Miss Barrer.*

Speech Problems

3 credits

The training of prospective teachers to care for defective speech in the classroom and in clinics and to make educators and society cognizant of the increasing need for a definite speech education program in our public schools is the aim of this course. Diagnostic and remedial clinics, operating in conjunction with this course, give students practical experience in diagnosing and treating defective speech, in administering tests, and in making and using speech records. The more competent and experienced student clinicians are trained to supervise these activities and to conduct clinical demonstrations. *Miss Tyson.*

Teaching of English in the Elementary School

3 credits

This course aims to show the development of oral and written expression in the elementary grades. The various forms of oral and written expression are analyzed and evaluated. Spelling, handwriting, vocabulary development, correct speech usage, and other necessary mechanics are given special attention. *Miss Baldwin.*

Teaching of English in the Secondary School

3 credits

This course is concerned with the choice of material and methods suitable for the teaching of English in the junior and senior high school. The course of study in English now used in the State is examined and discussed with a view to adapting it to local conditions. *Dr. Slagle.*

F R E N C H**Dr. Staley, Head of the Department****French I—Phonetics and Conversation** 3 credits

This is a theoretical and practical study of the sounds of the language with exercises in pronunciation and intonation. Conversation is based on daily activities. *Dr. Staley.*

French II—French Romanticism; Composition 3 credits

This course treats of the development of the Romantic movement with readings in prose and poetry of the eighteenth and nineteenth centuries. "Eploration de textes", the method prevalent in France, is used. *Dr. Staley.*

**French III—Readings from Nineteenth Century French
Realists; Poetry of the Parnassiens; Composition** 3 credits

Works of Flaubert, Zola, Maupassant, Gautier, Leconte de Lisle, de Heredia, Sully-Prudhomme, and Baudelaire. *Dr. Staley.*

**French IV—History of French Novel with Readings from
Novelists at the Turn of the Nineteenth Century;
Composition** 3 credits

The course is conducted entirely in French, and includes readings from Loti, Huysmans, France, Bourget, Barres, and Rolland. *Dr. Staley.*

**French V—French Classical Prose of the Seventeenth
Century** 3 credits

An anthology of the literature of the Middle Ages furnishes an introduction to the course; masterpieces of the period are discussed and importance is given to the social and historical background. *Dr. Staley.*

French VI—Drama of the Seventeenth Century 3 credits

This includes a study of the theatre in France with careful readings of the works of Corneille, Moliere, and Racine. A general bibliography useful for students of French is compiled and criticized. *Dr. Staley.*

French VII—Eighteenth Century Philosophers 3 credits

In this course, emphasis is placed on the correlation of French with other subjects, especially with the social sciences. *Dr. Staley.*

French VIII—French Novel of Today; Methods 3 credits

A course made to comply with the individual needs and interests of those selecting it. It includes also further study of the methods of language teaching. *Dr. Staley.*

GEOGRAPHY

Miss Elliott, Head of the Department;
Miss Broadhead, Mr. Benner

Principles of Geography 3 credits

This is a foundation course leading to an understanding of geography as a science of the relationship between man and his natural environment. This is accomplished through a study of climatic regions throughout the world. *Miss Elliott, Miss Broadhead, Mr. Benner*

Economic Geography 3 credits

To develop geographic understanding of world patterns of present and potential producing and consuming areas through a study of regional work activities in their natural environmental and inter-regional relationships is the aim of this course. *Miss Elliott, Miss Broadhead, Mr. Benner.*

Geography of the United States and Canada 3 credits

This study of man's adjustments to the natural environment in major physical, political, and economic regions of the United States and Canada leads to appreciation of future land utilization possibilities. It also considers the relation of the United States and Canada to the rest of the world. *Miss Broadhead.*

Physiography 3 credits

This is a course in geomorphology or the study of land forms. It includes a consideration of the atmosphere and the ocean in relation to landscape and explains the natural environment to which the distribution and behavior of the animal and human world are related. It is a fundamental part of geography and essential to geographic understanding. *Miss Elliott.*

Climatology and Meteorology 3 credits

This course includes an intensive study of the composition of the atmosphere, the elements of weather and climate, the types of climate and their distribution, and a geographic interpretation of the major climatic regions of the world. *Miss Elliott, Miss Broadhead.*

Conservation of Natural Resources 3 credits

A course which considers the extent and distribution of our natural resources, the problems arising from their exploitation, and the aims and practices of conservation as they are being used. It emphasizes the importance of geographic thinking in the development of local, state, and national conservation programs. *Miss Elliott.*

Geography of Europe 3 credits

This is a geographical analysis and interpretation of natural, political, and economic regions of Europe followed by a study of the work and population patterns of Europe as a whole. European spheres of influence are introduced. The geography of current events and inter-national relations are emphasized. Due recognition is given to historical geography. *Miss Elliott.*

Historical Geography of North America 3 credits

This study of the historical geography of North America with emphasis upon the United States leads to an appreciation of the importance of man's adjustments to the natural environment in the development of present day American life. *Miss Broadhead.*

Geography of Latin America 3 credits

This course offers a consideration of political, economic, and cultural conditions of Latin American countries in relation to natural environment. This is followed by a survey of the geography of Latin America as a whole. The course considers mutual benefits derived from amicable relations between the United States and Latin American countries and the place of Latin America in world trade. *Miss Broadhead.*

Teaching of Geography 3 credits

This is a course designed to acquaint students with up-to-date methods of teaching modern geography. It considers techniques in the use of specimens, pictures, maps, word matter, activities, and other geographic tools. It gives actual experience in the analysis of current events related to geography, the organization of field trips, and the development of units of work with respect to the various levels of difficulty in geographic thinking. It is offered as two distinct courses: Teaching of Geography in the Elementary Schools and Teaching of Geography in the Secondary Schools. *Miss Elliott.*

Geography of the Pacific Realm 3 credits

A study of the major geographic regions of Asia, Africa, Australia, and islands of the Pacific and Indian Oceans from the viewpoint of outstanding relationships between cultural and natural landscapes and the inter-dependence of these regions and the rest of the world. *Miss Elliott.*

Trade and Transportation 3 credits

A geographic analysis of world trade and transport patterns. It considers areas of commercial production and choice and importance of trade routes: land, sea, and air. Special attention is given to geography of ocean transport and the participation of leading maritime nations. *Miss Broadhead.*

Political Geography

3 credits

A course showing the inter-relationship between politics and geography within organized society. It surveys political divisions of the world, their earth resources and waterways, and their relation to political dominance. It offers opportunity for geographic interpretation of political problems in individual countries. *Miss Broadhead.*

Field Geography

3 credits

The technique of field work in geography is emphasized in this course. It develops ability in the use of tools in making geographic surveys and in mapping areas. It gives opportunity for actual experience in field work. It also considers geographic planning with reference to future use of land surveyed. *Miss Elliott, Miss Broadhead.*

Field Course in Geography

3 credits

This course surveys the physiography, the economic geography, and the conservation of natural resources of selected regions by means of actual observation and research. Regions of field study include Pennsylvania and adjacent areas; northeastern, southeastern, northwestern, and southwestern United States; and other regions as requests warrant. *Miss Elliott.*

One credit is given for each week devoted to field study.

For additional information address Winfield W. Menhennett, Dean of Instruction, State Teachers College, West Chester, Pennsylvania.

Geography of Pennsylvania

3 credits

This is a study of (1) the major work activities from the standpoint of geographic planning, (2) how these activities bring Pennsylvania into relation with the other parts of the United States and the rest of the world, and (3) the work and population patterns in their world relations. *Miss Elliott.*

Geography of the Western Hemisphere

3 credits

A survey of the relationships between human interests and natural environmental conditions in the major regions of the United States, Canada, and Latin America, with emphasis upon the geography of the United States. World interrelationships receive attention. *Miss Broadhead.*

Geography of the Eastern Hemisphere

3 credits

This course is an analysis of the relationships between cultural and natural layouts of major physical, political, and economic regions of Europe, Asia, Africa, and Australia, and of the hemisphere

as a whole. It emphasizes the geography of world relations. *Miss Elliott.*

Commercial and Industrial Geography 3 credits

An intensive study of the relationship between industrial and commercial activities of the major work regions of the world and the natural environmental conditions of those regions. It leads to a geographic understanding of the interdependence of nations. *Miss Broadhead.*

HEALTH AND PHYSICAL EDUCATION

Mr. Allen, Head of the Department; Mr. Waters, Miss Wade, Miss Schaub, Miss Leach, Mr. Killinger, Mr. Graham, Mr. Lux, Miss Zimmerli, Miss Aldworth.

Gymnastic Activities I and II 2 credits

This is an introductory course in the fundamentals of gymnastics, marching tactics, apparatus, and games of low organization.

Men students are required to pass a minimum number of safety skills on the apparatus. *Mr. Waters.*

Women students have stunts and tumbling, volley-ball, and tennis. *Miss Leach.*

Gymnastic Activities III and IV 2 credits

The first semester is devoted to clogging and tap dancing. During the second semester more advanced work is given in gymnastics, apparatus, and stunts and tumbling.

Men: Instruction in games and relays is continued. Elementary practice teaching is begun through the use of small units of materials learned in the first year. *Mr. Waters.*

Women: During the second semester more advanced work is given in Danish gymnastics, apparatus, stunts and tumbling, pyramid building, and tennis. *Miss Leach.*

Gymnastic Activities V and VI 2 credits

Men: Methods of teaching gymnastics and nomenclatures of apparatus exercises are emphasized in this course. Informal methods and natural activities are studied and presented by student teachers to their own units. Advanced apparatus is taught and certain skills required of each student. *Mr. Waters.*

Women: The work of the first semester includes fundamentals and team play of soccer and advanced apparatus. During the second semester instruction is given in folk dances and singing games for

the elementary and intermediate grades, types of activities suitable for schoolroom use, the teaching of social dancing, organization of meets and tournaments, tactics and officiating in tennis. *Miss Leach.*

Gymnastic Activities VII and VIII

2 credits

Men: Study and practice is given in the theory and methods of different systems of gymnastics, the originating of games, and planning of demonstrations for schools. *Mr. Waters.*

Women: Instruction includes student teaching within the gymnastic classes, gymnasium games for large classes, sidewalk and recreational games of low organization, fundamentals of team play of speedball, discussion of methods and practice in tennis. *Miss Leach.*

Athletic Activities I and II

2 credits

Fundamentals of highly organized athletic activities are presented. Stress is placed on the development of skill in playing the games and on the detailed analysis of elementary techniques and tactics of play. Rules are studied and interpreted. Theory and practical tests are included.

Men: (All men students in the Health and Physical Education Curriculum must participate in six varsity sports over a period of four years. By participation is meant active membership in a varsity squad for the entire season of that sport.) Class activities in Athletic Activities I and II include football, (regulation, touch, and six-man); cross country; badminton, volley-ball, paddle tennis, table-tennis; baseball (regulation and softball); practice in officiating. *Mr. Lux.*

Women: Field hockey, basketball, badminton, bowling, baseball, handball, and other small games are included. *Miss Zimmerli.*

Athletic Activities III and IV

2 credits

This is a continued study of intermediate and advanced fundamental techniques and tactics of highly organized athletic activities; study and interpretation of the rules; theory and practical tests.

Men: Soccer (regulation and six-man); speedball; basketball; tennis; practice in officiating; charting and statistical work in connection with varsity games in these activities are included. In addition, students should be continuing participation as active members of varsity squads as outlined under "Athletic Activities I and II." *Mr. Lux.*

Women: Hockey and basketball are continued with intermediate and advanced instruction in techniques and tactics. Archery, shoot-

ing, care of equipment, tournaments, and safety methods, are given in the second semester. Individual sports such as track and field, paddle tennis, horseshoes, are presented. *Miss Zimmerli.*

Athletic Activities V and VI 2 credits

In this course emphasis is placed upon the coaching point of view, methods of instruction, and supervised practice in officiating.

Men: Classwork includes golf, wrestling, boxing, and track. By the end of this year students should have completed, if possible, the required participation in six varsity sports as outlined under "Athletic Activities I and II." *Mr. Graham.*

Women: Field hockey, basketball, track, and baseball are included. *Miss Schaub.*

Aquatic Activities I and II 2 credits

The course in swimming takes up the practice, analysis, and techniques in the teaching of a variety of swimming strokes. There is instruction also in water games, stunts, and the organization of swimming play days and meets. The American Red Cross Life Saving Test is given, together with other water safety procedures. Men: *Mr. Graham;* Women: *Miss Leach.*

Dancing I and II 2 credits

I. This course includes the fundamentals of rhythm in bodily movement and in music, with a study of their common elements and relation to each other; the use of percussion and musical accompaniment in the dance; the teaching of rhythms to children, with a study of the teaching approach at different age levels.

Men: The second half of the semester is devoted to the teaching procedures of clog and tap dancing.

II. The course deals with advanced folk dancing, including American and English Square and Country Dances, and the use of these in recreational programs: teaching principles and adaptations of folk dances to different age levels in the school program. *Miss Wade.*

Hygiene I (Personal) 3 credits

Major Students in the Health and Physical Education Curriculum

This is an intensive course which is planned not only to improve the students' habits, attitudes, and knowledge of personal hygiene, but to serve as the background for later professional courses in methods and practice teaching of health by specialists in health and physical education. *Mr. Lux and Miss Aldworth.*

Hygiene II (Community)

3 credits

Major Students in the Health and Physical Education Curriculum

This course includes the discussion of the School Health program from the standpoint of Healthful School Living, Health Service, and Methods and Materials of Health Instruction in grades one through twelve. It also includes the discussion of Community Health as it is related to the School Health Program and the work of the United States Public Health Service. Men: *Mr. Allen, Mr. Lux*; Women: *Miss Schaub*.

Introduction to Physical Education

1 credit

The purpose of this course is to acquaint the student with the elementary problems of physical education. It includes the presentation of a brief history of physical education with emphasis on the various systems of physical education in Europe which have influenced our own system of physical education in America. Men: *Mr. Waters*; Women: *Miss Leach*.

Physiology II (Physiology of Exercise)

3 credits

In this course a study is made of the reaction of the various bodily systems to muscular activity. Individual systems studied separately, with the co-ordination of bodily activity, are stressed later. The elements of fatigue and staleness are emphasized. Prerequisite: Physiology I. *Mr. Killinger*.

Mechanical Analysis of Activities (Applied Anatomy)

2 credits

This course is designed to acquaint the student with the techniques and mechanics of movements in physical activities as based upon the anatomical relationship of muscles, bones, and neutral control. Prerequisite: Anatomy I. *Mr. Allen*.

**Mechanical Anatomical Analysis of Activities
(Individual Gymnastics)**

2 credits

This course deals with a thorough study of good body mechanics and its influence on growth and development; common structural and functional deviations from the normal; the physical examination, including recognition of normal and abnormal types, methods of examining, record-keeping and follow-up work; classification of children for programs in Physical Education; types of programs for different groups; methods of teaching corrective and remedial Physical Education. Prerequisite: Anatomy I. *Miss Wade*.

Physical Education Tests and Measurements **3 credits**

This course consists of a study and evaluation of achievement tests in Physical Education; methods of constructing achievement tests and finding the relationships of capacity, ability, and achievement. Practical tests and measurements will be made by the student under the supervision of the instructor. *Mr. Waters, Miss Zimmerli.*

Nature and Function of Play **2 credits**

This is a study of the theory and philosophy of play. A brief discussion of the historical role of play and its influence in the social development of various peoples is included. A classification of play activities as related to the interests and abilities of different age levels and recreational forms of play and principles of leadership are studied. *Miss Wade.*

Leadership in Protective Measures **2 credits**

Prevention and emergency care of injuries of all types, but with special reference to first aid, bandaging, and massage, are taught in this course. Lectures, discussion, demonstration, and projects involving practice by the students are the methods used. *Mr. Lux.*

**Organization and Administration of Health and
Physical Education** **4 credits**

The purpose of this course is to have the student acquire knowledge of how the health and physical education program is organized, conducted, and supervised in the elementary and secondary public schools. The main topics considered are underlying philosophy of health and physical education, legal status of physical education laws affecting teachers of physical education, routine clerical work required of a teacher in rendering reports, class organization, constructing and revising a course of study, preparing an outline both in health instruction and physical activity program, publicity and means of evaluation of a program of health and physical education are parts of the course. Men: *Mr. Lux*; Women: *Mr. Allen.*

Festivals and Pageants **2 credits**

This course is a study of the theory and practical problems in stage movement and business, lighting, costume, and make-up. Material is presented from the standpoint of the director of pageants in schools and playgrounds. *Miss Barrer.*

Curriculum Materials **4 credits**

This course includes a discussion of a modern Philosophy of Education and Modern Physical Education Philosophy, showing the

relationship between the two; it includes a critical study of the aims, objectives, and materials as they are incorporated in various elementary and secondary Physical Education Curricula. Opportunity is given for small groups to build a curriculum for a specific situation. Men: *Mr. Allen*; Women: *Miss Schaub*.

Student Teaching and Conference of Health and Physical Education

12 credits

As the name indicates, this course includes observation, participation, and teaching under co-operative teachers; it includes also conferences with the supervisor in charge. Opportunities are provided for Health Instruction and Physical Education in the elementary grades and in the junior and senior high school. *Mr. Allen, Miss Schaub*.

Eurythmics I and II

2 credits

The aim of this course is the harmonious development of brain, muscles, and sensibilities. The course emphasizes the realization of rhythm in bodily movements, and the perception of musical rhythm in muscular activity. It includes the fundamentals of musical form and the fundamentals of the dance with a study of their common elements. This course is required of students in the Music Education Curriculum. *Miss Wade, Miss Leach, Miss Zimmerli*.

Physical Education I and II

2 credits

This course is divided into two parts. In the first semester it considers the development of an understanding of the place, and use in the school program, of various kinds of games characteristic of the play of elementary school children; appreciation of some of the desirable teaching practices; and a repertoire of games of low organization.

In the second semester it studies the development of the ability to analyze and to perform with facility, certain fundamental techniques of dancing, including the polka, schottische, waltz, mazurka, et cetera. Experience in a graded sequence of folk dances, and knowledge of the application of these to different age levels in the school program are given. *Miss Wade, Mr. Graham, Miss Aldworth*.

Hygiene I and II (Personal)

2 credits

Students in the Elementary and Secondary Curriculum

Personal Hygiene as it affects the better living of the college student and the classroom teacher is the subject matter of this course. (Two hours a week for two semesters.) *Mr. Graham, Mr. Lux, and Miss Zimmerli*.

Teaching of Health 2 credits**Students in the Elementary Curriculum**

The course in Hygiene II for major students in the Health and Physical Education Curriculum is adapted to fit the needs of the classroom teacher of children in the elementary school. *Mr. Allen, Miss Schaub, Mr. Graham, Mr. Lux, Miss Zimmerli.*

L A T I N**Dr. Staley, Head of the Department****Latin I—Ovid's "Metamorphoses"; Composition** 3 credits

This course combines the reading of Ovid with a review of mythology; it includes also a study of the meter of Ovid and Virgil and attempts to clarify the problem of Latin pronunciation. The unit in composition is planned to review forms and syntax and to afford an opportunity for the discussion of the methods of presenting the essentials of Latin grammar to high school students. *Dr. Staley.*

Latin II—Livy 3 credits

A short review of Roman military tactics as seen in the Punic and Gallic wars, this course presents also various methods of teaching vocabularies. *Dr. Staley.*

Latin III—Cicero's "De Amicitia" and "De Senectute"; selected letters. 3 credits

This course follows the interests of Cicero himself and entails a presentation of Roman philosophical systems, Roman religious customs, and Roman training for public life. The type of assignment varies from day to day in order that the course may offer definite ideas for the handling of reading material in high schools. *Dr. Staley.*

Latin IV—Horace's Odes and Satires 3 credits

A course emphasizing the influence of Horace upon world literature and includes an analysis of Sapphic and Elegiac verse forms. The readings form the point of departure for a thorough study of Roman private life and social customs. *Dr. Staley.*

Latin V—Plautus and Terence and the Roman Theatre 3 credits

In connection with this introduction to Latin drama, the course includes a special study of Roman amusements, holidays, and dress. Once a week an hour is devoted to the discussion of current maga-

zine articles on modern methods of teaching Latin and to special reports from student teachers. *Dr. Staley.*

Latin VI—Survey Course in Latin Literature 3 credits

This course follows the development of Latin literature from its origins but places emphasis only on those authors not previously read: Lucretius, Catullus, Martial, Tacitus, Juvenal, Pliny. The unit in method consists of a discussion of text books for high schools and the preparation of bibliographical material on the teaching of Latin. *Dr. Staley.*

MATHEMATICS

Dr. Pickett, Head of the Department; Miss Holland

College Algebra I 3 credits

This is a course designed for students majoring in mathematics and the physical sciences and planned primarily for those students who are preparing to teach mathematics in the high school. A thorough review is made of those topics which are usually included in high school algebra. Special emphasis is placed upon the graph, the theory of exponents, the quadratic equations, inequalities, imaginary numbers, and progressions. The professional viewpoint is constantly emphasized and complete mastery of subject matter is required. This is a fundamental course and is a pre-requisite for the following courses in mathematics. *Miss Holland.*

College Algebra II 3 credits

A continuation of Algebra I. this course is conducted on the same plan. It includes mathematical inductions, variations, complex numbers, logarithms, theory of equations, theory of investment, partial fractions, determinants, permutations, combinations, and the theory of probability and higher equations. Prerequisite: Algebra I. *Miss Holland.*

Plane Trigonometry 3 credits

This is a subject matter course embodying a comprehensive presentation of the following: trigonometric functions of an acute angle of a right triangle; the significance of positive and negative angles and of trigonometric angles in general; theory of logarithms; trigonometric identities; inverse trigonometric functions; solutions and areas of triangles by natural functions and by logarithmic functions. Prerequisite: Algebra I. *Dr. Pickett.*

Synthetic Geometry 3 credits

This is a first course in College Geometry. It extends the skills of Plane Geometry, introducing the elements of Projective Geometry, and develops constructions of higher order than that in other fields of mathematics. Methods of proof are emphasized in order that students may be prepared to teach demonstrative geometry. *Dr. Pickett.*

Analytic Geometry 3 credits

This course, which takes up the study of the straight line, circle, parabola, ellipse, and hyperbola, aims to show the relationships between geometry, trigonometry, and algebra, and to furnish a background for the calculus and for the teaching of mathematics in the junior and senior high schools. Prerequisites: Algebra I and Trigonometry. *Miss Holland.*

Calculus I 3 credits

The differentiation of algebraic, trigonometric, logarithmic, and exponential functions with practical applications involving the aid of the first and second derivatives is included in this course. The subjects of maximum and minimum values, velocity and acceleration, problems in rates, areas, work, etc., are studied. Prerequisites: Algebra I, Trigonometry, Analytic Geometry. *Dr. Pickett.*

Calculus II 3 credits

Continuing the work of Calculus I, this course includes the integrating of the functions studied in Calculus I, the study of the definite integral in finding areas and volumes along with other problems in mechanics. Those topics which will be of special help to teachers of mathematics and science are especially stressed. *Dr. Pickett.*

Elementary Statistics 3 credits

A brief history of statistics, principles involved in and methods of collection, analysis, presentation and interpretation of statistical data, and their practical application (especially in the field of psychology, sociology, and education) are studied. Special emphasis is placed on and consideration given to averages, dispersion, correlation, index numbers, and graphic methods. Prerequisites: Algebra I, Trigonometry, Analytic Geometry. *Dr. Pickett.*

History of Mathematics 3 credits

The aim of this course is to furnish a cultural background in the field of mathematics. A study is made of the history of the

development of number forms and of computation, methods of solving problems, discoveries in mathematical methods and processes, mathematical recreations and biographies of outstanding mathematicians. Prerequisites: Algebra I, Trigonometry, Analytic Geometry. *Miss Holland.*

Teaching of Junior-Senior High School Mathematics 3 credits

This course is designed to give instruction in modern methods and techniques in teaching mathematics in the junior and senior high schools. It includes units dealing with organization of materials, classroom procedure, content of curricula, and present trends in the field of mathematics. Prerequisites: Algebra I, Trigonometry, Analytic Geometry. *Miss Holland.*

Curriculum in Arithmetic 3 credits

This course is planned to show the student that there is a definite need for arithmetic in the child's social life, and that the concrete number experiences of the child may be utilized. The student is familiarized with the basis of selection of material and with methods of presentation. Modern textbooks and courses of study are carefully examined and observations are made in the Demonstration School. *Dr. Pickett, Miss Holland.*

Arithmetic II 3 credits

A thorough review of subject matter is made and special emphasis is placed upon the arithmetic required by the adult citizen. The work of the course is definitely professional, but the subject matter offers special opportunity for enlarging the student's informational and cultural background in arithmetic. *Dr. Pickett, Miss Holland.*

MUSIC

Mr. Hausknecht, Head of the Department; Miss Schmidt, Mr. Zimmer, Miss Heinemann, Miss Lee, Miss Kiess, Miss Morlock, Miss Blair, Mr. Parry, Miss Biser, Miss Herforth, Mr. Middleton, Mr. Jones, Mr. Mitchell, Mr. Ginter, Miss Henslee, Mr. Keenan, Miss Whitehurst.

Ear Training I 2 credits

This study of tone and rhythm is planned so that the student gains power to recognize, visualize, sing, and write melodic phrases in all keys. *Mr. Hausknecht.*

Ear Training II

2 credits

Ear Training II completes the study of melodic dictation, laying special emphasis on the development of musical memory and the ability to write comparatively long melodic phrases after one hearing. Prerequisite: Ear Training I. *Mr. Hausknecht.*

Ear Training III

2 credits

This course is designed to develop ability to recognize and write chord progressions, utilizing the various harmonies as they are successively acquired. This course supplements the corresponding semester course in Harmony. Prerequisites: Ear Training I and II. *Mr. Hausknecht.*

Solfeggio I

2 credits

With this study begins the development of the student's ability to learn to read at sight with sol fa syllables and words, music of modern tonal and rhythmic difficulty in all major and minor keys in the G and F clefs. *Miss Heinemann.*

Solfeggio II

2 credits

The reading of music at sight is continued. More difficult intervals and rhythmic patterns and chromatic tones with words and sol fa syllables in two, three, and four part songs and exercises are presented for individual mastery. Prerequisite: Solfeggio I. *Miss Heinemann.*

Solfeggio III

2 credits

On completion of this course, the ability to read fluently and accurately all parts of the compositions found in the various texts of the music used in public schools should have been acquired. Prerequisites: Solfeggio I and II. *Miss Heinemann.*

Harmony I

3 credits

An introduction of tonic, dominant, and sub-dominant harmonies in all their inversions; the sevenths, and very simple chromatic alterations. The non-chordal tones are then presented. The course continues with melody writing and creative work using the above material. *Miss Lee, Miss Morlock.*

Harmony II

3 credits

The introduction of supertonic, submediant, and mediant harmonies, with their sevenths and simple alterations. It includes

also melody writing and creative work, using all the diatonic harmonies with their simple alterations. This material is applied to easy piano harmonizations. Prerequisite: Harmony I. *Miss Lee, Miss Morlock.*

Harmony III 2 credits

This is an intensive study of chromatic harmony and chord species. This material is applied in various types of modulation. Original melody writing and modulation is stressed. Prerequisites: Harmony I and II. *Miss Lee.*

Harmony IV 2 credits

The application of the knowledge of diatonic harmony and non-chordal tones to the keyboard is the basis of this course. The types of work are transposition, sequence building, melody harmonization, and creative work at the keyboard. Prerequisites: Harmony I, II, and III. *Miss Lee.*

Harmony V 2 credits

A study of composition from the standpoint of formal construction and detailed harmonic analysis. The forms studied are phrase, period forms, small forms, song-form with trio, the rondos, variation, and sonata-allegro. Prerequisites: Harmony I, II, III, and IV. *Miss Lee.*

Harmony VI 2 credits

A continuation of Harmony III. The subject matter of the course, chromatic harmony and modulation, is applied freely in original work in the small forms. The course also includes an introduction to some of the modern idiom. Prerequisites: Harmony I, II, III, IV, and V. *Miss Lee, Mr. Keenan.*

Chorus

This course offers a study of choral works with these topics especially stressed: breathing, interpretation, tone quality, enunciation, and diction. Works suitable for junior and senior high schools and teachers colleges is studied and special attention is given to preparation and public performance of these works. *Mr. Hausknecht, Miss Schmidt, Mr. Ginter.*

Orchestra

Each music student is required to attend orchestra for the entire four years of the course. Advanced players may qualify for the

symphony orchestra. There are elementary orchestras for the less advanced students. Freshmen not qualifying for the symphony orchestra attend and observe the symphony rehearsals and keep a notebook setting forth the cultural and practical knowledge gained by this observation. *Mr. Zimmer, Mr. Middleton.*

Instruments

Class instruction in all the orchestral and band instruments is offered. Violin, clarinet, and trumpet are required and the remainder are elective. *Mr. Zimmer, Mr. Middleton, Mr. Keenan.*

Voice

The department of voice offers the study and application of the physiological and psychological principles of voice production and diction. The material used ranges from rote songs to classic and modern song literature, according to individual ability. Opportunity is offered for solo appearances in recital and with college organizations. *Miss Kiess, Mr. Parry, Miss Herforth, Mr. Jones, Mr. Ginter.*

Piano

Each student receives one-half hour instruction in piano per week. Opportunity is given for ensemble or solo performances in practice recitals and in monthly public recitals. At the end of each semester students are expected to meet minimum requirements in sight reading, technique, and general musicianship, as determined by examinations before the piano faculty. *Miss Blair, Miss Biser, Mr. Mitchell, Miss Henslee.*

Elementary Conducting

2 credits

Principles of conducting, study of methods of conductors, adaptations of these methods to school situations, a study of the technique of the baton with daily practice, score reading, and making of programs make up this course. Selection of suitable material for school groups, readings, and reports are also used. *Mr. Hausknacht.*

Advanced Choral Conducting

3 credits

The study of the methods of conductors; the adaptations of these methods to public school situations; individual practice, score reading, and the making of programs are included in this course. Special attention is given to suitable materials for school groups, readings, and reports. Each student is required to conduct the

College Chorus in the Chapel exercises. Prerequisite: Elementary Conducting. *Mr. Hausknecht.*

Advanced Instrumental Conducting

3 credits

This course consists of both theoretical and practical study of the conducting of all types of instrumental groups and the combining of the instrumental accompaniment with operetta or other choral productions. Instrumentation, interpretation, balance, score reading, etc., are studied, discussed, and practiced. Not only the detection and correction of mistakes, but also the psychological cause of mistakes, is studied and practically analyzed. The class itself is the practice orchestra. Prerequisite: Elementary Conducting. *Mr. Middleton.*

Materials and Methods I

3 credits

The methods and materials of every phase of work in the primary grades are studied in this course. The psychological principles underlying the presentation of these music materials are analyzed. Special attention is given to the study of the child voice, treatment of monotones, development of rhythmic and tonal sense, and the beginning of directed music appreciation. In addition to the regular three hour course, one period a week is devoted to directed observation in which general classroom procedures are observed as well as demonstration lessons by the music supervisor. *Miss Schmidt.*

Methods II

3 credits

A course which presents methods and materials covering every phase of work in the intermediate grades and analyzes the psychological principles underlying in the presentations of these music materials. Attention is given to the study of the child voice. The development of part singing is an important phase of this work, and the organization and training of school choirs is emphasized. Directed observation one additional period during the week as in preceding methods is given. Prerequisite: Methods I. *Miss Schmidt.*

Methods III

3 credits

A study of the organization, administration, and content of required and elective courses in the junior and senior high school. Attention is given to the problem of the changing and changed voice. Special emphasis is made upon the choral organizations usually found in these schools. The integration of music with other subjects of the curriculum is stressed. Directed observation one additional period per week as in preceding methods is included. Prerequisites: Methods I and II. *Miss Schmidt.*

***Organ**

The individual instruction in pipe organ is an effort to familiarize the student with the instrument and its literature and to develop a playing technique sufficient to serve successfully in church or recital. The instructional approach is one of guidance in the transfer of the prerequisite piano technique to the more complex instrument. *Mr. Jones.*

Class Piano Methods

2 credits

The training of piano teachers and supervisors for the organization and teaching of piano classes in the public school. Suitable teaching material including the leading systems of class piano instruction will be examined and discussed. Demonstration and student teaching are included. *Mr. Mitchell.*

History and Appreciation of Music I and II

3 credits

(For Students in the Music Education Curriculum Only)

The field of music history in theory and practice from early times to the present is covered in this course. Examples of music, either by phonograph or other means, are used as much as possible to illustrate this survey. A strong emphasis is placed on the interrelation between various phases of music history and other social and art movements. *Mr. Zimmer.*

Instrumental Technique

This course is open to seniors only. It includes training in the ability to read scores intelligently and the ability to arrange for orchestra and band combinations. The make-up, organization, and training of instrumental units is strongly emphasized. *Mr. Zimmer.*

Music I (For Elementary Students)

2 credits

This course places special emphasis upon some materials and correct singing. The following items are presented as fundamental elements of musical knowledge, necessary to prospective teachers in elementary or intermediate grades: tone production, reading music with and without syllables, elementary theory, including clefs, signatures, major and minor scales, meter rhythms, ear-training, and dictation. *Miss Schmidt, Miss Heinemann, Miss Morlock.*

*A limited number of upperclassmen in the music curriculum who have met the piano requirements may elect organ in place of piano. Students who study organ are required to pay the practice fee of thirty-six dollars (\$36.00) per semester.

Music II (For Elementary Students)

1½ credits

A study of materials suitable for children in primary, intermediate, and rural school grades; of the methods and devices used in teaching these materials, and of the use of the rhythm band and phonograph and various phases of music study which their use enhances. Observation in the Demonstration School is part of this course. Prerequisite: Music I. *Miss Schmidt, Miss Heinemann, Miss Morlock.*

Music III (For Academic Students)

2 credits

The integration of music with literature and other arts, together with a study of the historic background of composers, is the purpose of this course. The whole is designed to enrich the student's knowledge and stimulate his love of good music through the study of outstanding examples of music literature. *Mr. Hausknecht, Mr. Jones, Miss Morlock, Mr. Middleton.*

Counterpoint

2 credits

This is a practical study of the fundamental material of music and its evolution. The course includes a comparison of harmonic and melodic movement, vocal polyphony of the motet and mass, original student composition in both strict and free style, and an analysis of Inventions of Bach. Prerequisite: Harmony III. *Mr. Jones.*

Student Teaching and Conference

12 credits

Opportunities for student teaching, which carries with it observation, extend from the kindergarten through the twelfth grade. The work is carried on in different types of schools, such as the public schools of the Borough of West Chester, consolidated country schools and one-room rural schools. Instruction is given in both vocal and instrumental music; and in some schools, piano class work is in progress. Group conferences are held twice weekly; individual conferences are held once weekly. *Miss Whitehurst.*

S C I E N C E

Dr. McCorkle, Head of the Department; Miss Greenwood,
Dr. Rogers, Dr. Gordon, Dr. Trezise.

Curriculum in Elementary Science

3 credits

This course aims to show the purposes and values of science in the elementary school curriculum, the psychological principles of science teaching, and the methods and materials of presentation,

with special stress upon the activity program. The specific topics include the objectives of teaching elementary science, a survey of existing courses of study, the use of materials found in the immediate environment, studies and research in the field of elementary science. Readings, discussions, laboratory experiences, field trips, demonstrations of teaching in the Demonstration School and individual activities constitute approaches used in this course. *Miss Greenwood.*

Physical Science I 3 credits

This is a survey and orientation course in the physical sciences. The material is so chosen as to be of the greatest value to (a) students preparing for elementary teaching, (b) students planning a specialized curriculum in science, (c) students who wish a cultural background in science. The work is non-mathematical and is accompanied by demonstrations and laboratory experimentation. *Dr. McCorkle, Dr. Gordon, Dr. Trezise, Dr. Rogers.*

Physical Science II 3 credits

A continuation of Physical Science I. *Dr. McCorkle, Dr. Gordon, Dr. Trezise, Dr. Rogers.*

Biological Science I 3 credits

This is a survey and orientation course in fundamental life processes, growth, development, and reproduction. Special emphasis is given to the study of variations in organisms and their response to environmental changes, including adaptations. Demonstrations include a survey of a few typical forms of the less complex animals and simpler plants with a discussion of their habits and economic importance. *Miss Greenwood, Dr. Gordon, Dr. Trezise.*

Biological Science II 3 credits

A study of the metabolic machinery of vertebrate animals and vascular plants, with considerable emphasis on man's unique position in the biological world. An effort is made to help the prospective teacher understand the child and himself as a complex organism, living in a world greatly modified by human action. Demonstrations and discussions are a part of the course. Prerequisite: Biological Science I. *Miss Greenwood, Dr. Gordon, Dr. Trezise.*

Agriculture and Nature Study 3 credits

This course considers the common and important facts of agriculture and nature study that lead to the understanding of the general principles of biology and their application to human ad-

justment. The course is developed around the native animals and plants. Field work is stressed. *Miss Greenwood.*

Botany I

4 credits

This is a course in the structures and processes of familiar seed plants, including those involved in nutrition, reproduction, and formation of seeds and fruits. A critical analysis is made of variations in plant growth and behavior. Demonstrations and discussions, accompanied by individual field laboratory studies, are used. *Dr. Gordon.*

Botany II

4 credits

This course studies the morphology, life histories, and economic importance of fungi, algae, mosses, ferns, and related plant groups. Demonstrations and discussions, accompanied by individual field and laboratory studies, are included. *Dr. Gordon.*

Zoology I

4 credits

A course intended to acquaint the student with the structure, life history, and behavior of representative specimens of each phylum of invertebrate animals, except the Arthropoda. In the study of types, structure, function, and adaptation are given equal emphasis. The principles of phylogeny and ontogeny are considered. The laboratory and class work is supplemented by field studies, including observations of habit, ecological conditions, and the use of keys for identification and classification. *Dr. Trezise.*

Zoology II

4 credits

This is a continuation of Zoology I. Beginning with the Vertebrates and following the procedure of Zoology I, a study of the vertebrate phylum is made. Prerequisite: Zoology I. *Dr. Trezise.*

Advanced Nature Study

3 credits

Techniques required to identify plants and animals are brought to the attention of prospective science teachers. Methods of study, collecting, identification, culture, and preservation are included. The hours are spent in laboratory and field work, with illustrated lectures and discussions. Prerequisites: Botany I and II, Zoology I and II. *Dr. Gordon.*

Ecology—Field Biology

3 credits

A study of plant and animal communities, this course includes the factors responsible for bringing together divers types of organ-

isms. In addition, Biotic history, climatic conditions, soil conditions, and competition are examples of major influences to be considered. Field work, illustrated lectures, and discussions are included. Prerequisites: Botany I and II and Zoology I and II. *Dr. Gordon.*

Anatomy I

4 credits

Lectures covering the development of the skeletal and muscular systems, laboratory work on the human skeleton, articulated and disarticulated, the gross structure of bones, the preparation and comparative study of skeletons of other vertebrates, are the studies included in this course, as well as dissection of the cat and quizzes on the parts dissected. Models and text-books are used as guides. *Dr. Trezise.*

Bacteriology

3 credits

This course presents the fundamentals of microbiology including media making, methods of sterilization, the action of preservatives and germicides, the study of morphology and physiology of pure cultures of micro-organisms, and a study of the content and significance of bacteria in the air, soil, water, and milk, and other foods. Prerequisites: Botany I and II. *Dr. Trezise.*

Entomology

3 credits

A course including lectures and demonstrations on the characteristics of the orders and families of insects, with a study of their habits, life-histories, and relations to other animals and to plants. The laboratory work consists of the study of the structure, ecology, metamorphosis, and classification of insects. Each student is required to collect and prepare a typical collection of insects. Laboratory work will be supplemented with field trips. Prerequisites: Zoology I and II. *Dr. Trezise.*

Genetics

3 credits

A study of the theories and principles of heredity. Various theories of eugenics and their bearing on human progress are discussed. A study of the mechanism and laws of heredity and their practical applications is included. Prerequisites: Zoology I and II or Botany I and II. *Dr. Trezise.*

Vertebrate Embryology

3 credits

This course is an introduction to the principles of embryology based upon a study of the chick with constant reference to the human development. The lectures emphasize fundamental embryological processes and variations in development among the vertebrates, espe-

cially in nutrition, respiration, and excretion. In the laboratory, chick and pig embryos are studied in detail. Prerequisites: Zoology I and II. *Dr. Trezise.*

Histology 3 credits

A study of the principal tissues of the animal body in living and fixed preparations with emphasis on the structural reactions of cells to the activities of the body, this course includes also the methods of microscopical technique and is adapted to the individual requirements of general students, pre-medical students, and those planning to become technicians. Prerequisites: Zoology I and II and Botany I and II. *Dr. Trezise.*

General Physiology 3 credits

This course includes a study of the fundamental properties and activities common to all cells as a basis for better understanding of various physiological phenomena; colloidal behavior, as related to protoplasm and biological fluids; cell oxidations; practical and theoretical aspects of cell permeability; the significance of the cell environment with respect to such factors as temperature, varying acidity, osmotic pressure, and ion balance; animal and plant behavior. Prerequisites: Zoology I and II or Botany I and II, and Chemistry I. *Dr. Gordon, Dr. Trezise.*

Physiology I for Health Education Students 3 credits

A study of the functions of the human body emphasizing phases basically important to courses such as physiology of exercise. Lectures, recitations and laboratory demonstrations. Prerequisite: Anatomy I.

Parasitology 3 credits

This course is a study of the Morphology and life histories of the Platyhelminthes, Nemathelminthes, and some of the more important parasitic Arthropoda. Species are studied according to their importance to man. Prerequisites: Zoology I and II. *Dr. Trezise.*

Chemistry I 4 credits

This course in general inorganic chemistry emphasizes a thorough ground work in the fundamentals of the subject. Particular attention is paid to the basic chemical laws, the writing of equations, and problem solving. Several of the important industrial processes are studied in detail. *Dr. Rogers.*

Chemistry II

4 credits

This is a continuation of Chemistry I, in which the more common elements are studied from the standpoint of the Periodic Table. The course is enriched with numerous references to the history of chemistry and with many industrial applications. Prerequisite: Chemistry I. *Dr. Rogers.*

Qualitative Analysis

3 credits

This course makes a careful and systematic study of the more common ions. Emphasis is placed on a thorough knowledge of their reactions, identification, and separation. Much attention is given to the laws governing these operations and to the development of laboratory technique. Prerequisites: Chemistry I and II. *Dr. Rogers.*

Industrial Chemistry

3 credits

This general study of the chemical industries is designed to meet the needs of the prospective teacher. Raw products, by-products, plant methods, and plant layout are discussed. Trips to several plants and an intensive study by the student of one manufacturing operation are required. *Dr. Rogers.*

Quantitative Analysis

3 credits

The primary purpose of this course is to develop a thorough understanding of exact laboratory operations. The basic analytical methods in gravimetric and volumetric analyses are employed. Particular attention is given to problem solving. Prerequisites: Chemistry I and II, Qualitative Analysis, and College Algebra. *Dr. Rogers.*

Physical Chemistry

3 credits

This general course in physical chemistry studies such subjects as the gaseous state, solutions, and ionization, thermochemistry, phase rule, and kinetics of reactions. Prerequisites: Chemistry I and II, Physics I and II, Qualitative Analysis, and Calculus. *Dr. Rogers.*

Nutritional Chemistry

3 credits

The content of this course includes such important topics as carbohydrates, fats, and proteins, the metabolism of foods, vitamins, dietary standards. Particular attention is given to dietary diseases and their prevention. Prerequisite: Chemistry I. *Dr. Rogers.*

Physics I

4 credits

A course in general college physics including mechanics and heat. The work is so arranged that it will be of the greatest aid to students preparing to teach in the secondary school. Three class per-

iods and one laboratory period each week are given. Prerequisite: College Algebra. *Dr. McCorkle.*

Physics II 4 credits

This course is a continuation of Physics I, Electricity, light, and sound. Physics I and II constitute a year of general college physics. *Dr. McCorkle.*

Physics III—Modern Physics 3 credits

A study of the development in physics since 1900, the course considers such topics as X-rays, radio-activity, vacuum tubes, atomic structure. The student performs experiments which illustrate the essential facts of the course. Prerequisites: Physics I and II and Calculus. *Dr. McCorkle.*

Physics IV—Electricity 3 credits

A study of direct and alternating currents and the general theory of electricity and magnetism, this course includes such topics as Kirchoff's laws, thermo-electricity, electromagnetic induction, theory of magnetism. Prerequisites: Physics I and II and Calculus. *Dr. McCorkle.*

Physics V—Heat 3 credits

Prerequisites: Physics I and II and Calculus. *Dr. McCorkle.*

Physics VI—Optics 3 credits

A study of geometrical and physical optics. The work includes such topics as reflection, refraction, interference, spectroscopy. Thick lens optics are considered. Prerequisites: Physics I and II and Calculus. *Dr. McCorkle.*

Physics VII—Mechanics 3 credits

This is a general course in statics and dynamics. Prerequisites: Physics I and II and Calculus. *Dr. McCorkle.*

Astronomy (Advanced Physics) 3 credits

This course in general college astronomy is open only to those who have completed a course in general college physics and who have had some college mathematics, including analytic geometry and trigonometry. *Dr. McCorkle*

The Physics of Music 3 credits

An introduction to the nature of sound, including its production, is followed by a treatment of the production of sound by musical instruments, including the topics of scales, and musical intervals. Some attention is paid to the subject of architectural acoustics. This course is required of all students in the Music Education Curriculum.
Dr. McCorkle.

Descriptive Astronomy 2 credits

The work is so arranged as to be of value to teachers of elementary science. Non-mathematical in character, the course covers such topics as planetary motions, a study of the constellations of the galaxy, a study of the nebulae. Recitations and field work are a part of the course. *Dr. McCorkle, Miss Greenwood.*

S O C I A L S T U D I E S

**Dr. Heathcote, Head of the Department; Dean Menhennett,
Miss Hobbs, Dr. Heim, Mr. Benner, Dr. Vollbrecht, Dr. Andes.**

History of Civilization 3 credits

This is a survey course in the social sciences and traces the development of various aspects of the group life. Its aim is to make certain and realistic the information necessary for a proper understanding of the great heritage that is ours in the present day. *Dr. Heathcote, Dr. Heim, Mr. Benner, Dr. Vollbrecht.*

Sociology 3 credits

The course deals with a study of the non-economic and non-political behavior of men, with particular reference to groups, their inter-relations and basic processes and their culture. Lectures, special reports, and discussions cover such topics as social groups, culture, influences of environment, influence of heredity, isolation, population trends, conflicts, competition, co-operation, accommodation, assimilation, social control, stratification, and division of labor. The influence of social interaction upon personality is studied. The function of education in its relation to social control, culture growth, and interaction is given consideration. *Dean Menhennett, Dr. Heim, Dr. Andes.*

American Government 3 credits

The basic facts and principles of government necessary for teaching of courses in Civics, Problems of American Democracy, and

United States are studied in this course. The course includes a study of the constitutional structure of the Federal system and the National Government, with particular emphasis on the lawmaking and enforcing agencies and the electorate's influence thereon. *Mr. Benner, Dr. Vollbrecht, Dr. Andes.*

Economics 3 credits

This course emphasizes economic principles which are fundamental for an appreciation of our modern economy. While stressing the forces and factors that explain production, distribution, and consumption in our capitalistic order, much attention is also given to practical economic matters, including labor problems, cooperative movements, and business management. *Dr. Heim, Dr. Andes.*

Social and Industrial History of the United States 3 credits

The study of our National History from an economic point of view is particularly valuable in the period of economic reconstruction in which we are living. The great trends and movements in agriculture, manufacturing, commerce, finance, transportation, and industrial relations are taught from their beginnings in the Colonial period to their contemporary expression. *Dr. Heathcote, Mr. Benner, Dr. Vollbrecht, Dr. Andes.*

Modern European History 3 credits

This course aims to provide the student with a knowledge of the political, economic, and social movements after the Congress of Vienna. Special emphasis is given to the rise of nationalism, liberalism, the industrial revolution, imperialism, the causes of the Great War and peace-time reconstruction. *Dr. Vollbrecht.*

United States History I 3 credits

The purpose of this course which is primarily narrative is to study the social and political conditions of the pre-revolutionary period to the end of the Civil War. The sources of particular problems are uncovered and the foundations are laid to understand later American development. *Dr. Heathcote.*

United States History II 3 credits

This course traces American History from 1865 and stresses contemporary problems. The standards and principles of political, social, and cultural institutions are carefully analyzed and studied. Careful attention is given to special problems in our American life which have arisen since the Civil War. *Dr. Heathcote.*

Early European History 3 credits

The purpose of this course is to trace the evolutionary developments of various elements of our culture which have come down to us from the past and to provide a background for the required courses of Modern European History and American History. Chronological period covered is from 1300 to 1815. *Dr. Vollbrecht.*

Renaissance and Reformation 2 credits

A course dealing with the study of the Renaissance, with especial reference to the artistic, literary, scientific, and political aspects and the vital personalities motivating them; the Reformation as it affected the religious, economic, and political development of Europe. Prerequisite: Early European History. *Dr. Vollbrecht.*

Europe Since the World War 3 credits

This course aims to create a better and broader understanding of European post-war problems. Lectures on political, economic, social, and cultural topics help to interpret treaties and alliances concluded by European Powers since 1918. The following subjects are discussed: Versailles and Locarno; disarmament and rearmament; security and revision; the League of Nations; fascism; communism; and democracy; the Danube and the Balkan problems; the Baltic States and Finland. Special emphasis is given to the problem of Soviet Russia and Nazi Germany, the rivalries in the Mediterranean, and the Anglo-German problem. *Dr. Vollbrecht.*

History of England 3 credits

The political, social, economic and cultural evolution of the English people from pre-historic times to the present is the general purpose of this course. The development of her government along democratic lines is emphasized and her many contributions to the civilized world are given prominence in the course in English History. *Dr. Heim.*

History of the Far East 3 credits

This course seeks to follow intensively the background of economic, political, and social institutions and to note the relation to trends at the present time in the Far East. Nationalism in Japan; the struggle for unification in China; the desire for more self-government in India will be studied. The relation of Western powers to the East under these conditions will be examined. *Dr. Heathcote.*

History of Pennsylvania 2 credits

A study which follows the history of the early colonial life of the province so that the political and social life is understood.

The relationship of the province, and then the state, to the United States in the formative period is analyzed. Then the growth of the state to the present time is traced. *Dr. Heathcote.*

Ethics

2 credits

In order to grasp the real purpose of this course a survey must be made of the history of religious and philosophical movements in the world. Out of these movements have developed certain standards or norms of conduct and ethical ideals; consequently, the theories attached to these concepts are studied. The implication and direction as related to modern institutions are analyzed. Prerequisites: Early and Modern European History. *Dr. Heathcote.*

Family Living

3 credits

The course, Family Living, deals primarily with the family in its present form and functions. A brief study of the historical background of the family will be made. The family of the present day will receive major emphasis. Units dealing with the bonds of family life, the changed functions and relations of the family, together with a brief treatise of a few of the major problems of the family, will be made. These problems may include divorce, changed economic functions, changed relations between the family and other institutions such as the school, the church, and the State. *Dean Menhennett.*

Industrial Relations

2 credits

The purpose of this course is to study a history of the industrial movements in order to understand the problems involved in the background. Then follows a study of human relationships in industrial enterprise, the place of collective bargaining and personnel administration. *Dr. Andes.*

Civic Education

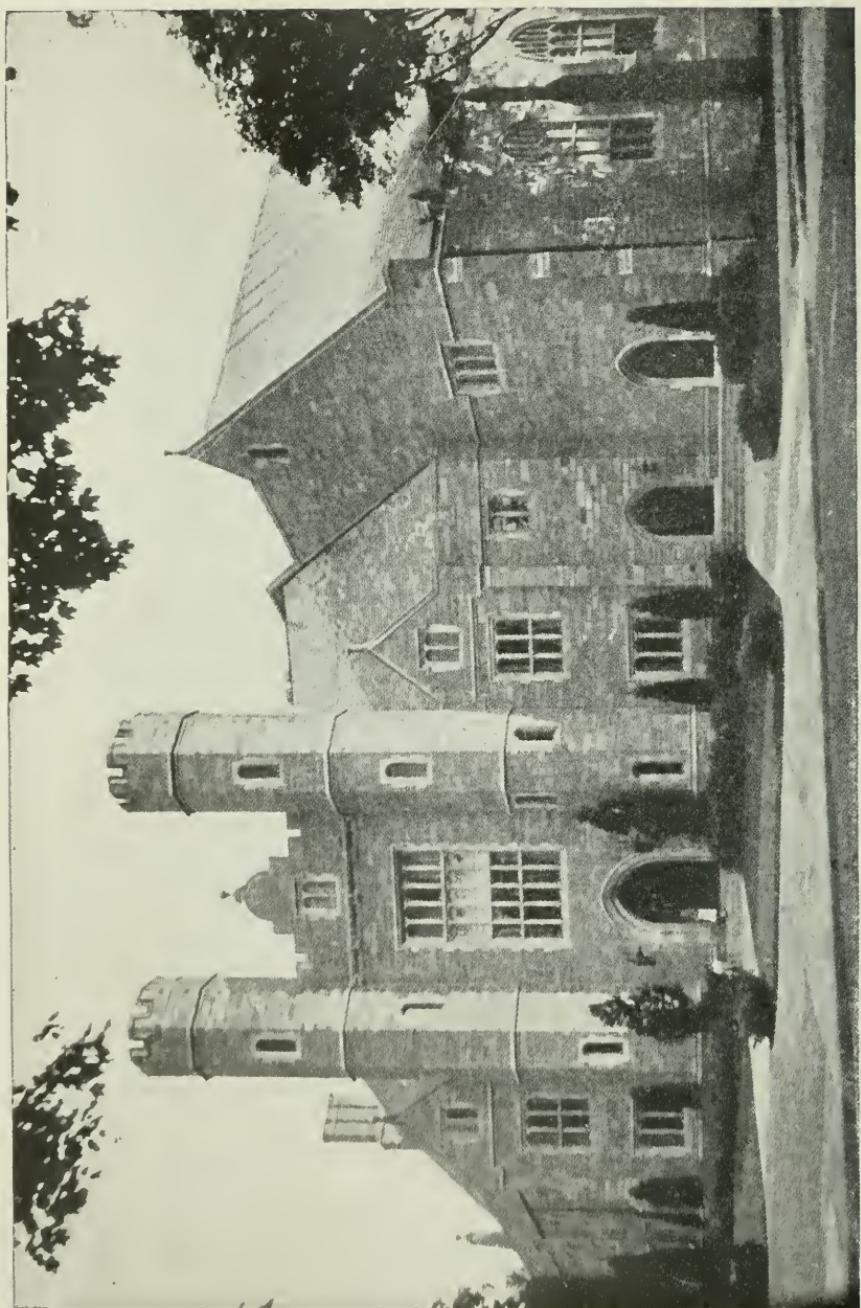
3 credits

This course includes a study of recent trends in Civic Education through a Social Studies curriculum stressing democratic living in school, community, and nation. Civic clubs, current events, the assembly, and character education are studied as they relate to the teaching of good citizenship. Evaluations of curricula in Social Studies and History for the elementary grades as well as the methods of teaching Social Studies and History in the elementary grades are stressed. *Miss Hobbs.*

History of Latin America

3 credits

The purpose of this course is to make a survey of Latin-American history. The relation of European nations and the United States, particularly with the Latin-American countries, is examined. A study is also made of their social and cultural institutions. *Dr. Andes.*



PHILIPS MEMORIAL BUILDING

Social Problems 3 credits

This is an advanced course in sociology. It deals with several problems, such as poverty, unemployment, crime, divorce, mental mal-adjustments. Lectures, reports, and seminar techniques are used.
Dean Menhennett.

Introduction to Philosophy 3 credits

The purpose of this course is to study the various systems of thought from early civilization to the present time, which have enriched our culture. These systems of thought are examined historically so that the viewpoint may be clearly understood as their contributions to culture are analyzed. *Dr. Heathcote, Dr. Vollbrecht.*

Comparative Government 3 credits

An understanding of the ideals and practical workings of Democracy and its alternatives in Europe today is essential to teachers of Modern European History. In this course a comparative study of the Democracies of England and France is followed by a survey of the political systems of Germany, Italy, and Russia. Prerequisite: American Government. *Dr. Vollbrecht, Dr. Andes.*

Evolution of Social Institutions 3 credits

This course deals with the sociological background in the origin and development of social institutions, such as the family, church, language, property, tool consciousness. A large portion of the course is devoted to problems of the family. *Dr. Heim.*

CIVIL PILOT TRAINING PROGRAM

There has been instituted on the West Chester campus the Civil Aeronautics Program under the Federal Defense program. The course, which includes sufficient training to prepare a student for a private pilot certificate, is divided into the following parts:

Part I: A 72-hour ground course which includes 24 hours of Navigation, 24 hours of Meteorology, and 24 hours of Civil Air Regulations.

Part II: Thirty-five to forty-five hours of actual flying experience and 18 hours of additional work in Aircraft Operation.

The course carries four semester hours of credit.

SUMMER SESSION OF 1941

(Summer School is conducted on Daylight Saving Time)

Purpose

The summer session is maintained for the benefit of regular students and teachers in service. By taking advantage of the summer session, teachers can meet certificate requirements and gradually secure the professional training needed to meet the requirements for standard certification. Advanced courses are offered in the Summer Session for the benefit of teachers who desire to pursue courses in the advanced curricula or to secure credit toward a degree in education.

Date

The summer session, six weeks in length, opens Monday, June 23, and closes Saturday, August 2. Students should plan to reach West Chester not later than 3:00 p. m., Monday, June 23.

Expenses and Fees

There is no tuition charge to legal residents of the Commonwealth of Pennsylvania. Board is \$7.00 a week; six weeks, \$42.00. The Activity Fee for the regular session is \$2.00. Books must be purchased. They will cost approximately \$5.00. A fee of \$5.00 per semester hour of credit will be charged to cover instructional cost. The full expenses of the summer session must be paid on the day of registration.

Credit Secured in the Summer School

By action of the Board of Presidents of the State Teachers Colleges, no student will be allowed to secure more than six semester hours of credit in the summer session. All of the work of the summer session is of collegiate grade and college standards will be maintained.

Desirability of Location

Because of its location and environment, West Chester makes a strong appeal to those who desire to combine work with recreation during the summer.

Student Teaching in the Secondary Field

A limited number of opportunities to do supervised student teaching in nearby high schools will be available during the summer of 1941. In past summers, those enrolled for this work have included students who have completed their junior year in West Chester State Teachers College or in nearby colleges, recent college graduates, and experienced teachers who are preparing for additional certification in teaching. Among the high school subjects that are usually taught are: English, Latin, French, Mathematics, Chemistry, Physics, Biol-

ogy, and Social Studies. The six weeks of student teaching is preceded by a few days of preliminary meetings arranged for the purpose of reviewing curriculum materials and having individual conferences.

Advanced Health and Physical Education

During the summer of 1941, the college plans to offer an extensive program in the health and physical education curriculum. The courses to be offered will be of collegiate grade and will carry credit toward discharging the requirements for the B. S. degree in the field of Health and Physical Education. This program will interest and appeal to the following groups of people:

1. Graduates of the three-year curriculum in health and physical education who are planning to meet requirements for the degree in health and physical education.
2. Graduates of other curricula who now plan to transfer to the health and physical education curriculum.
3. Students who are at present enrolled in the health and physical education curriculum and who wish to shorten the time to graduation.
4. Teachers in service who are called upon to teach and supervise health and physical education and playground work and who desire to meet the state requirements for this work.

Advanced Music Courses

During the coming Summer Session the college is offering courses in Music Education for three classes of people:

1. Those who have completed the three-year music courses in the State Normal Schools and Teachers Colleges of Pennsylvania.
2. Supervisors of music in the elementary or secondary schools who are desirous of furthering their musical education or of securing the Bachelor's degree in this field.
3. Those who have done advanced or somewhat irregular work in music and who wish to continue their musical education in the four-year college curriculum.

POST SUMMER SESSION—1941

A post session, opening August 4 and closing August 23 will be held. Post Session courses will not duplicate those given in the Summer Session. Three units of credit may be obtained.

In both the Summer Session and the Post Summer Session courses will be offered only when a sufficient number of students apply for them.

More detailed information about the Summer Session will be sent upon request to Winfield W. Menhennett, Dean of Instruction, State Teachers College, West Chester, Pennsylvania.

EXTENSION WORK*

Extension courses permitted in the four-year curricula for the preparation of teachers of the public schools:

1. The college adheres to the regulations set up by the American Association of Teachers Colleges. A committee of this Association has recommended that extension credits be limited to thirty-two semester hours in the four-year curricula.
2. Any course in the four-year curricula may be offered by the State Teachers Colleges subject to the standards approved by the State Council of Education.
3. Credit for equivalent courses given by other institutions may be given subject to the thirty-two semester hour limit and provided the courses have been given in accord with the standards of the State Council of Education.
4. Extension credits previous to June 1, 1931, shall be in accord with the limited list in effect at that time.

COLLEGE COURSES FOR TEACHERS

Each semester a number of courses are offered evenings from 6:30 to 9:00 p. m. and on Saturday morning. These courses are planned for those teachers who are in service and who wish to continue their work toward the degree. The courses given are selected from the several curricula and are chosen with the idea of accommodating as many teachers as possible.

The cost for these courses is at the rate of \$5.00 per semester hour of credit.

No Activity Fee is charged students who are enrolled in the College Courses for Teachers. The payment of the Activity Fee does, however, entitle the student to participate in all student activities and college activities that are provided for by this fee.

Not more than six semester hours of credit will be allowed for courses completed in any one semester by a student who, during such term, is a regularly employed full-time teacher.

The college gladly welcomes any suggestions for courses to be offered evenings and Saturdays. Such requests should be mailed to the Dean of Instruction.

*The State Teachers College at West Chester does not offer courses in correspondence, nor does it grant credit for courses taken through correspondence.

ENROLMENT

1940-1941

CURRICULA

	<i>Male</i>	<i>Female</i>	<i>Curricula Total</i>	<i>Total</i>
Elementary Education Curriculum				582
Freshmen -----	0	139	139	
Sophomores -----	7	156	163	
Juniors -----	4	139	143	
Seniors -----	8	129	137	
Secondary Education Curriculum				431
Freshmen -----	64	54	118	
Sophomores -----	58	38	96	
Juniors -----	70	54	124	
Seniors -----	50	43	93	
Health and Physical Education Curriculum				216
Freshmen -----	39	34	73	
Sophomores -----	28	23	51	
Juniors -----	33	15	48	
Seniors -----	20	24	44	
Music Education Curriculum				306
Freshmen -----	35	55	90	
Sophomores -----	35	52	87	
Juniors -----	27	45	72	
Seniors -----	20	37	57	
College Graduates	3	7	10	10
	501	1044	1545	1545

C O U N T I E S

Adams -----	12	Lackawanna -----	14
Allegheny -----	2	Lancaster -----	40
Armstrong -----	3	Lawrence -----	1
Bedford -----	4	Lebanon -----	24
Berks -----	55	Lehigh -----	28
Blair -----	14	Luzerne -----	36
Bradford -----	4	Mifflin -----	7
Bucks -----	52	Monroe -----	4
Butler -----	1	Montgomery -----	148
Cambria -----	8	Montour -----	1
Carbon -----	13	Northampton -----	16
Center -----	5	Northumberland -----	9
Chester -----	256	Perry -----	2
Clarion -----	1	Pike -----	1
Clearfield -----	4	Philadelphia -----	289
Columbia -----	6	Schuylkill -----	33
Crawford -----	1	Somerset -----	3
Cumberland -----	27	Susquehanna -----	2
Dauphin -----	35	Tioga -----	1
Delaware -----	296	Wayne -----	3
Elk -----	1	Westmoreland -----	1
Erie -----	1	York -----	37
Fayette -----	2		_____
Franklin -----	13	Total from Pennsylvania	1524
Huntingdon -----	5	Total from other states	21
Indiana -----	1		_____
Juniata -----	2		1545

D E M O N S T R A T I O N S C H O O L

Kindergarten -----	30	Fourth Grade -----	26
First Grade -----	30	Fifth Grade -----	24
Second Grade -----	25	Sixth Grade -----	25
Third Grade -----	27		_____
		Total -----	187

SUMMARY OF ENROLMENT

College Enrolment—Full-Time Students -----	1545
College Courses for Teachers — Evening and Saturday Classes -----	160
<hr/>	
Total College Enrolment -----	1705
Enrolment in Summer Session, 1940 -----	587
Enrolment in Post Session, 1940 -----	128

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The registration blank properly filled out, together with \$10.00 covering the advanced Room Reservation Deposit for boarding students or the advanced Enrolment Fee for day students should be mailed to the College.

Send money by money order or check. Money orders are advised. Make them payable to Commonwealth of Pennsylvania at Harrisburg, Pa. The College is not responsible for currency sent in unregistered letters.

The fee for boarding students will secure a room reservation. A room will not be reserved without a fee. Fee will be returned if the application for return is received three weeks prior to the opening of the semester or the Summer Session. (See Deposits—Uniform Fees—Page 42.)

A small unmounted photograph should accompany this registration blank.

REGISTRATION BLANK

Name _____
 (Last Name) (First Name) (Middle Name)

Permanent Address _____
(Number and Street)

(Post Office) (County) (State)

Date of Birth, Month _____ Day _____ Year _____

Name of four-year high school from which you were graduated_____

Date of Graduation _____
(Month, Day, Year)

Will you enter in September or January? _____

Will you live in Dormitory? _____ Commute from home? _____

I desire to take the work I have checked below:

- Secondary Education, Health Education, Public School Music
 Kindergarten-Primary, Intermediate Rural

SUMMER SESSIONS BULLETIN

April 1942

**STATE TEACHERS COLLEGE
WEST CHESTER, PENNSYLVANIA**





THE CAMPUS THROUGH THE PHILIPS MEMORIAL ARCH

SUMMER SESSIONS BULLETIN

Vol. LXX

April 1942

Number 3



STATE TEACHERS COLLEGE
WEST CHESTER PENNSYLVANIA

*This college is a member of the
American Association of Teachers
Colleges*

*Issued four times a year—February, March, April and
May by the Trustees of the State Teachers College at West
Chester, Pennsylvania.*

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Post Office at West Chester, Pennsylvania, under the act
of August 24, 1912.*

CALENDAR, 1942 - 1943

SUMMER SESSIONS

PRE-SESSION 1942

Registration—Classes Begin	Monday, June 8
Session Ends	Saturday, June 27

REGULAR SESSION 1942

Registration Day	Monday, June 29
Classes Begin.....	Tuesday, June 30
Session Ends	Saturday, August 8

POST-SESSION 1942

Registration—Classes Begin	Monday, August 10
Session Ends.....	Saturday, August 29

REGULAR SESSION 1942-1943

FIRST SEMESTER

Registration Day	Monday, September 14
Classes Begin.....	Tuesday, September 15
Thanksgiving Recess Begins	Tuesday, November 24 After last Class
Thanksgiving Recess Ends	Noon, Monday, November 30
Christmas Recess Begins.....	Saturday, December 19 After last Class
Christmas Recess Ends	Noon, Monday, January 4
First Semester Ends.....	After last Class, Saturday, January 23

SECOND SEMESTER

Classes Begin.....	8:00 a. m., Monday, January 25
Easter Recess Begins	After last Class, April 17
Easter Recess Ends	8:00 a. m., Tuesday, April 27
Second Semester Ends	After last Class, Friday, May 21
Alumni Day.....	Saturday, May 22
Baccalaureate Services	Sunday, May 23
Class Day.....	Monday, May 24
Commencement.....	Tuesday, May 25

BOARD OF TRUSTEES

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Mr. Fred S. Wood	West Chester

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Ermon M. Postles	Bursar
J. Ralph Freel	Steward, Supt. of Grounds and Buildings
*Joseph Reilly	Director of Maintenance and Construction

Henry Pleasants, Jr., A.B., M.D., F.A.C.P.
College Physician

Verna Bonsall, R.N.
School Nurse

*On leave of absence for military duty.

Living and Learning
In
The School of Today



Getting Acquainted With Books
Reading For Pleasure
Working Together
Investigating

A Laboratory For Elementary Education
Summer 1942



A MODERN SCHOOL IN ACTION
RELATED COURSES IN EDUCATION
WORKSHOP AND STUDENT TEACHING
REFRESHER COURSES FOR TEACHERS
CONFERENCES AND LECTURES
DEMONSTRATIONS AND EXHIBITS
EDUCATIONAL PREPARATION
FOR NATIONAL DEFENSE

A LABORATORY FOR ELEMENTARY EDUCATION

During the regular summer session, June 29 to August 7, 1942, the State Teachers College at West Chester again will offer a rich program for teachers, administrators, and prospective teachers. The usual extensive offering of courses will be supplemented by the Demonstration School, student teaching in various fields, conferences, exhibits, and a well balanced recreational program.

DEMONSTRATION SCHOOL—PURPOSES AND PLAN

This is a school designed to serve as a laboratory in which some of the methods and techniques presented in college courses for teachers may be demonstrated, and to afford opportunity for students to observe and participate in newer instructional practices at the elementary school level.

Of Interest to Students of Education

The Demonstration School is not an adjunct but an integral part of the whole summer program for teachers presented by the Department of Education. The program of the school will be planned co-operatively by college faculty members who present the courses in education and the faculty members who direct the learning activities of the children and student teachers. It, therefore, becomes possible to study educational theory in college classes and to see the theory practiced in normal classroom situations.

The program will be related, so far as possible, to courses in elementary education, child psychology, the teaching of reading and the other language arts, the teaching of social studies and geography, personality problems, speech, art, music, physical education, and the clinics.



Of Interest to Elementary Teachers

The organization, aims, and curriculums of the elementary school are being modified, today, in the light of changing life situations and emerging philosophical principles. Efforts have been made not merely to improve instructional practices but to invent new ones. The opportunity to study recent trends through first hand experience in a modern elementary school may be of interest to the following groups.

Experienced teachers who desire to study newer instructional practices through observation, participation, and related investigations.

Persons who may be contemplating returning to teaching and who desire to refresh their knowledge of educational practices and to become acquainted with recent trends.

Persons who have had experience in student teaching but who need additional experience or experience in a different field.



Areas to be Developed

No attempt will be made to represent all the trends in elementary education. Because of limitations of time and facilities, selection has been made of two areas of experience to be represented, each featuring different instructional practices.

For Primary Pupils and Teachers, featuring:

- Newer practices in reading
- Practices in oral and written expression
- Teaching spelling and handwriting
- Appreciation of children's literature
- Use of dramatic play
- Enjoyment of music

For Intermediate Pupils and Teachers, featuring:

- Development of capacity for social living
- Development of integrated curriculum through units of experience
- Guiding unit activities such as: field trips, investigations, reports, discussions, construction activities, creative activities, appreciation
- Use of school library for information and enjoyment
- Use of visual aids and concrete materials
- Reading and language arts in the experience curriculum



The Program for the Children

The boys and girls who attend the summer school have completed the work of the regular term. They come voluntarily, because opportunity is afforded to engage in activities which they enjoy or for which they realize a need. No formal school credit is given, the purpose being to enrich the child's experiences, not to advance him in his grade placement. A truly representative group is secured by selecting children with different social backgrounds and abilities in the several subject areas. They come from several different schools in West Chester.

The starting point of the programs will be determined by the children and the teacher. The curriculum will evolve and grow from the interests and needs of the children. It is expected that the program will center about an important interest or experience of the children and will lead to a variety of activities and projects.



It is probable that needs will be revealed for improvement of ability in reading and the other language arts, and in other tools of learning. Diagnosis will be made through the college clinics, and corrective work will be planned and carried on with the assistance of college clinicians.

The work in music, art, and dramatics will be directed toward development of central units of interest. A recreational program of organized playground activities, swimming, and excursions may be observed

Students may observe the technique employed and provisions made to have all the children working harmoniously together in a relatively short time. They may observe the early stages of organization as well as succeeding stages, for the term runs concurrently with the regular summer session.



Program for Student Teachers

Students who have adequate background of education and experience may register for a course in Student Teaching for six credits or for an elective in Education for three credits. Those who register for six credits will devote full time to the program. Those who register for less credit may carry another course which does not conflict with the time they must be present in the laboratory school.

Conducted in a situation which allows much freedom for one to follow his own interests, the program will be flexible, varying from day to day. It will include:

1. *A Center of Interest.* As far as possible the programs of the students will be organized about their own individual problems and interests, growing out of their experiences. Every student will select one group for intensive study, in which he will observe and participate.
2. *General conferences, lectures, readings, and directed observations* will give the students an over-view of the complete program of the school and an understanding of the instructional practices which are being developed.
3. *Observation* will be carefully directed by the director and the supervisor through frequent conferences. It may include observation on more than one level.

4. *Participation.* The students will participate in planning the programs of the children, and will co-operate in carrying on the programs.
5. *Responsibility.* Phases of the program may be delegated to student teachers to be planned and conducted under supervision.
6. *Investigation and Research.* The students will do work in the curriculum laboratory and the college library related to their individual problems.
7. *Reports.* Each student will be responsible for one or more reports to the general group.
8. *Round-Table Discussions* will provide opportunity for interchange of ideas and findings for students having common interests.
9. *Co-operative Planning.* There will be much opportunity for discussion and co-operative planning among students. Easy access will be afforded to the services of staff members as consultants in the various subject fields.
10. *Curriculum Laboratory.* The facilities of the curriculum laboratory, excellent library of children's books, and a collection of elementary text books will enable teachers to study and evaluate material.

Schedule for Student Teachers—6 Credits

- | | |
|-------------|--|
| 8:00—8:45 | Planning and preparation for work with the children, in co-operation with the teacher who directs the group. |
| 8:45—11:00 | Work with the children, observation, participation, teaching, or research. |
| 11:00—11:30 | Intermission of teachers
Dismissal of children at 11:00. |
| 11:30—12:30 | Conferences, lectures, reports, discussion. |

ADDITIONAL OPPORTUNITIES FOR STUDENT TEACHING

Opportunities for Student Teaching are announced in another section of the catalogue, under the heading of Courses in Education. They include teaching in the Elementary and Secondary fields, and in Health and Physical Education. Attention is invited to the following special conditions under which student teaching may be done.

Elementary Teaching—June 22 to July 31—Six Credits

Opportunity for Student Teaching in Elementary Grades one to eight will be offered for a limited number of students in the city schools of West Chester. It is important to note the early date for registration which is necessary to conform to the dates of the summer session of the school of West Chester. Students who are interested should make early application.

Secondary Teaching beginning June 22 and 29—Six Credits

Opportunity for Student Teaching on the secondary level will be provided by two nearby high schools. Since the date of beginning is dependent on the dates of opening of the high schools, candidates who are interested should make early application and arrange to register at the proper time.

Combination of Student Teaching and a Course in Education—Nine Credits

If a sufficient number of students are interested in carrying a course in Education, such as Curriculum Materials, and also Student Teaching through the Pre-Session and the Regular Session, June 8 to August 7, such arrangements may be made. Candidates who are interested should make early application.

Special Conferences, Lectures, and Exhibits

Many of the values of attendance at a modern summer session are to be found in the associations with stimulating personalities. In recognition of this fact, West Chester will bring to the College during the summer of 1942, for Chapel and for group conferences, a number of educators of national reputation.

A Wider Use of Books in the Modern School—The modern school demands a wider use of books than the traditional text in meeting the needs of both children and adolescents. Too, the many different reasons for reading make new demands upon those selecting school books. A Chapel discussion of this timely topic will be given, and supplemented by a directed Book Exhibition and Display with the leading book publishers co-operating. The success of a similar program last year makes this a special request for this year —July 8th.

Consumer Education Round Table—The importance of wise buying and utilization of consumer goods by the public in the war time emergency will be discussed at this conference. The teacher has an important part to play in a program of consumer education in a community as well as for her own personal information. Problems to be discussed include, buying, salvaging, utilization, substitutes for priority goods, new commodities, family budgets—war-time economics. The conference will be addressed by nationally known authorities in this field. July 30th.

Social and Recreational Program For the Summer Session

True to its deserved reputation, West Chester will hold its standards high in every line of accomplishment; the plans for the summer school, therefore, hold fine promise, incorporating the best in education, music, the drama, and history.

Music is a morale builder.. Much warm fellowship is engendered by our twilight singing. Musical festivities on the campus itself will be arranged, and the proximity to Philadelphia makes the world's best orchestral concerts, operas, and ballets available.

Students interested in the theatre will be attracted to the productions of the Hedgerow Theatre, in nearby Moylan-Rose Valley,

justly claimed to be the "foremost repertory group in America." The Shaw Festival is presented at Hedgerow in mid-summer. The Bucks County Playhouse at New Hope promises an outstanding program, often presenting New York successes. The WCAU Broadcasting Station permits observation of many phases of radio.

The many facets of Philadelphia will be studied in our visits there. The literary-minded will find the Poe House a source of interest. Those with artistic leanings will seek out the Graphic Sketch Club; the scientists will study at the Franklin Institute; the historian will find material on all sides. History, too, will be emphasized in our visit to Ephrata Cloisters, to Valley Forge, and to Wilmington. Where better can the steps of history be traced than in the West Chester neighborhood itself, with its rich associations with Washington and LaFayette?

Early American industries can be well studied in the West Chester exhibits, and industrial progress will be evident in the local and nearby plants that will be visited.

Red Cross activities in the community will be open to our students. First-Aid classes are being planned, and civilian defense work is well developed.

West Chester plans for the well-integrated individual. With that fact in mind, opportunities are offered for relaxation and pleasure. Play gives meaning to work and zest to living. By careful planning, it is possible to combine a happy vacation with serious study. An American Youth Hostel, reached by using the Horseshoe Trail, may be the scene for a joyous week-end. Bicycling is encouraged and hiking groups are frequently formed. On the campus, informal get-togethers will be afforded in the form of informal dances, an all-college picnic at Hopewell Park, lawn parties, and "twilight hours."

Sharpless Lake is made accessible by free bus service daily for swimming. Other high points are the fountain display at Longwood Gardens on the DuPont estate and the Delaware Boat Trip.

This entire program is financed by the Student Activities Fee under the direction of the Student Activities Association. Individual expenses are involved in a few of the activities. (See Uniform Fees.)



CALENDAR FOR PRE-SUMMER SESSION

- June 8—Registration—Classes begin. Dancing in the evening.
- June 9—Twilight singing.
- June 10—Chapel: Welcome, President Swope; Mid-morning coffee.
- June 11—Al fresco dinner at the home of President and Mrs. Swope.
- June 15—Chapel; mid-morning coffee.
- June 16—Twilight Hour: “Impressions of the Caribbean,” Mr. Mc-Kelvie.
- June 17—Philadelphia Trip: Places of interest in Art, History, and Science.
- June 18—Picnic supper at a picturesque Chester County Farm.
- June 23—Twilight Hour: “America’s Favorite Hymns,” Mr. Hausknecht.
- June 24—Chapel; mid-morning coffee.
- June 25—Visit to Longwood Gardens, estate of Pierre duPont, to see Day-time Fountains and Conservatory.

CALENDAR FOR SUMMER SESSION

- June 29—Registration; dancing in the evening.
- June 30—Twilight Hour: “America in Song,” Mr. Hausknecht.
- July 1—Chapel: Welcome, President Swope. In the evening: Reception at the home of President and Mrs. Swope; dancing.
- July 2—Delaware River Boat Trip from Wilmington to Philadelphia, with stops in Wilmington at the landing place of the Swedes, and Old Swedes Church.
- July 5—After-dinner coffee.
- July 7—Twilight Hour.

- July 8—Chapel: "Criteria for the Selection of Text-books."
- July 9—College Picnic and Swim Meet at Hopewell Recreational Park.
- July 13—Chapel; mid-morning coffee; in the evening, square dancing in the Quadrangle.
- July 14—Twilight Hour.
- July 15—Philadelphia Trip: Places of interest in Art, History, and Science.
- July 20—Visit to Downingtown Paper Company.
- July 21—Twilight Hour. "Color Kodachrome Visits to Homes of United States Presidents," Dr. Heim.
- July 23—Visit to Ephrata Cloisters.
- July 24—Chapel: Alumni Musicale; mid-morning coffee.
- July 27—Tour of Mushroom Laboratories and Inspection of Mechanical Cow at the United Dairy Equipment Company.
- July 28—Twilight Hour.
- July 29—Al fresco dinner at the home of President and Mrs. Swope.
- July 30—Chapel: Speaker; Consumer Education Round Table.
- July 31—Breakfast and Historical Tour of Valley Forge Park.
- August 2—Twilight Hour; after-dinner coffee; poetry circle.
- August 4—Twilight Hour.
- August 5—Visit to Longwood, estate of Pierre duPont to see Fountains and Conservatory.
- August 7—Commencement; luncheon in college dining room honoring graduates.

POST-SESSION

For the post-session, provisions are made for mid-morning coffee, swimming, picnics, and twilight singing.

STUDENT LIFE IN THE DORMITORY

Comfortable rooms with board and laundry may be secured at reasonable rates in the College Dormitories. The rooms are attractively furnished and have recently been re-decorated with attractive wall paper and refinished woodwork. All rooms are carpeted and have individual closets. The beds are single and are provided with woven wire springs. Boarding students furnish blankets, or other equivalent, and towels.

During the Summer Sessions the Dormitory will be open until ten o'clock at night. Students desiring to return to the dormitory after that hour must secure permission from the Dean of Women.

Prospective students are advised to enroll and make dormitory reservations as early as possible, as rooms are given out in the order of application. Use the blank in the back of this catalog for application, and enclose room reservation fee.

NEW SPEED-UP PROGRAM—THREE SUMMER SESSIONS

A newly-organized Summer School, lasting for twelve full weeks, is West Chester's response to the national emergency of 1942. To meet a two-fold demand, by preparing teachers to fill the present shortage, and by adding to the equipment of students called for some more active form of defense are practical contributions.

The first objective is to make it possible for young men and young women to qualify as fully-equipped teachers, as quickly as possible, without any lowering of standards. To facilitate this, a three-weeks' Pre-Session will be offered for the first time, which, followed through by the Regular Summer Session and the Post-Session, will make it possible for the student to earn twelve credits toward graduation during the summer. If this plan were pursued during succeeding summers, graduation would be possible, without sacrifice of any element of training, in three years, rather than four. Moreover, the attention of high school graduates is particularly called to the fact that they may register immediately for this summer work, instead of waiting until the beginning of the regular session in September.

This college's second answer to the challenge of changed times is the inclusion in the curriculum of certain courses demanded, either by certain branches of the service, or in home defense.

COURSES OFFERED FOR SUMMER SESSION STUDENTS

A wide selection of courses will be offered during the Summer Session of 1942. A variety of courses will be possible offerings in the following fields: Art, Education, English, Psychology, History, Social Studies, Mathematics, Geography, Science, Health and Physical Education, and Music. All courses offered will be of college grade. These courses should be of particular interest to:

1. Those who have Partial Certificates which they desire to convert into Standard Certificates.
2. Those who hold Standard Certificates and who desire to meet the requirements for College graduation and the College Certificate.
3. Those who hold College Certificates and desire to complete the courses necessary to make the College Certificates permanent.
4. Those who are graduates of a two-year curriculum and who desire to complete the requirements for the degree.
5. Those who desire to take additional work in order to secure certification in additional fields.
6. Those who wish to take courses in order to make themselves acquainted with the more recent developments in education.
7. Those who are college graduates and wish to meet the State requirements for certification.
8. Those who hold State Standard Limited Certificates and who desire to meet the requirements for renewal of these certificates.

The courses offered generally apply to the curricula which are given at the West Chester State Teachers College, namely:

1. Kindergarten-Primary Curriculum.
2. Intermediate Curriculum.
3. Rural School Curriculum.
4. Secondary Education.
5. Health and Physical Education.
6. Public School Music.

EVALUATION OF CREDENTIALS

Credentials of all students entering the State Teachers Colleges on the basis of an approved four-year preparation, are evaluated by the college; students not having an approved four-year preparation, or students whose preparation is irregular, shall have their credentials evaluated by the Credentials Bureau of the Department of Public Instruction

Credit from other institutions will be evaluated in the office of the Dean of Instruction of the college and the student advised of the number of semester hours of credit he must secure in order to complete any one of the four-year curricula.

Evaluation of credits cannot be made on enrolment day. This must be attended to prior to that day. The State Teachers College at West Chester will assist any one who submits credentials early.

SCHEDULE OF CLASSES

PRE-SESSION AND POST-SESSION

8:00— 9:30

10:30—12:00

In both the pre-summer session and the post summer session, each class will meet for three hours every day. The hour from 9:30 to 10:30 is for rest, library work or recreation. It will not be possible for a student to carry more than one course during either the pre-session or the post session. All courses meet concurrently.

SCHEDULE OF CLASSES

REGULAR SUMMER SESSION

8:00— 9:30 First Period

9:30—11:00 Second Period

11:00—12:30 Third Period

12:30— 1:30 Luncheon

1:30— 3:00 Fourth Period

Classes will be held on all weekdays except Saturday.

Students will be permitted to carry no more than six semester hours of work in the Summer Session, unless permission to do so has been secured in advance from the Dean of Instruction.

*PRE-SESSION COURSES

ART

COURSE	CREDIT	INSTRUCTOR
Art I	2	Miss Lamborn
Art IV	2	Miss Lamborn

EDUCATION

History of Education	2	Dr. Denworth
Educational Measurements	2	Dr. Sykes
Ethics	3	Dr. Cressman
Education I	3	Dr. Kessler
Teaching of Reading	3	Miss Baldwin
Curriculum Materials (Elementary and Secondary)	3	Dr. Daily

ENGLISH

American Literature	3	Miss McCarthy
English I and II	3	Miss Clark
Teaching of English (Secondary)	3	Dr. Slagle

GEOGRAPHY

Principles of Geography	3	Miss Broadhead
Geography of United States and Canada	3	Miss Broadhead
Geography of Pennsylvania	3	Miss Elliott
Physiography	3	Miss Elliott

HEALTH AND PHYSICAL EDUCATION

Hygiene I or II (Health Education)	3	Mr. Allen
Hygiene I and II (Elementary and Secondary)	2	Mr. Allen
Physical Education Tests and Measurements	3	Mr. Allen
Leadership—First Aid	2	Miss Schaub
Teaching of Health	2	Miss Schaub
Nature of Play	2	Mr. Allen
Dancing	1	Miss Schaub
Physiology of Exercise	3	Mr. Killinger

*See first paragraph page 33.

MATHEMATICS

COURSE	CREDIT	INSTRUCTOR
Teaching of Arithmetic	3	Miss Holland
College Algebra I	3	Dr. Pickett

MUSIC

Methods I and II	3	Miss Schmidt
Music I and II	2	Miss Schmidt
Dictation I and II	2	Mr. Hausknecht
Elementary Conducting	2	Mr. Hausknecht
Advanced Choral Conducting	3	Mr. Hausknecht
Solfeggio I and II	2	Miss Schmidt

SCIENCE

Curriculum in Elementary Science	3	Miss Greenwood
Physical Science I	3	Dr. McCorkle
Biological Science I	3	Dr. Gordon

SOCIAL STUDIES

History of Civilization	3	Mr. Benner
American Government	3	Dr. Vollbrecht
United States History II	2	Dr. Heim
History of Pennsylvania	3	Dr. Heathcote

*SUMMER SESSION COURSES

ART

COURSE	CREDIT	INSTRUCTOR
Problems in Art Education	3	Miss Farnham
Art IV	2	Miss Farnham
Creative Art	3	Miss Farnham
Arts and Crafts	3	Miss Lamborn
Art I and II	2	Miss Lamborn

EDUCATION

Ethics	3	Dr. Cressman
School Law	1	Dr. Cressman
Supervision in the Elementary Schools	3	Dr. Sykes
Educational Measurements	2	Dr. Sykes

*See first paragraph page 33.

COURSE	CREDIT	INSTRUCTOR
Special Education	3	Dr. Denworth
Mental Hygiene	3	Dr. Denworth
Educational Psychology	3	Miss Connell
Early Childhood Education	3	Miss Connell
Guidance	2	Mr. McKelvie
Manuscript Writing	1	Mr. McKelvie
Diagnostic and Remedial Reading	3	Miss Baldwin
Teaching of English	3	Miss Baldwin
Visual Education	1 or 2	Dr. Heim
Student Teaching (Elementary)	3 or 6	Dr. Daily
Student Teaching (Secondary)	6	Dr. Chatterton

ENGLISH

English Literature	3	Miss McCarthy
American Literature	3	Miss McCarthy
Children's Literature	3	Miss Tyson
Speech Problems	3	Miss Tyson
Shakespeare	3	Miss Ramsey
Modern Drama	3	Miss Ramsey
English III	3	Mrs. King
Journalism	3	Mrs. King

GEOGRAPHY

Geography of Pacific Realm	3	Miss Elliott
Conservation of Natural Resources	3	Miss Elliott
Geography of United States	3	Miss Broadhead
Economic Geography	3	Mr. Benner
Geography of Latin America	3	Miss Broadhead

HEALTH AND PHYSICAL EDUCATION

Student Teaching	3 or 6	Mr. Allen
Organization and Administration of Physical Education	4	Mr. Allen
Hygiene	3	Mr. Allen
Teaching of Health	2	Miss Schaub
Dancing	1	Miss Schaub
Athletic Activities	1	Miss Schaub
Gymnastic Activities	1	Mr. Allen
Athletic Activities	1	Mr. Allen

COURSE	CREDIT	INSTRUCTOR
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MATHEMATICS

College Algebra	3	Dr. Pickett
Trigonometry	3	Dr. Pickett
Teaching of Arithmetic	3	Miss Holland
Curriculum in Arithmetic	2	Miss Holland

MUSIC

Methods III	3	Miss Lee
Harmony	3	Miss Lee
Music I and II	2	Miss Lee
Dictation III	2	Mr. Middleton
Sight Reading III	2	Mr. Middleton
Conducting	2	Mr. Middleton

SCIENCE

Chemistry I	4	Dr. McCorkle
Physics I or II	4	Dr. McCorkle
Physical Science I and II	3	Dr. Gordon
Curriculum in Elementary Science	3	Miss Greenwood
Biological Science II	3	Miss Greenwood
Botany	3	Dr. Gordon
Biological Science I	3	Dr. Trezise
Zoology	3	Dr. Trezise

SOCIAL STUDIES

History of Civilization	3	Mr. Benner
Sociology	3	Dean Menhennett
American Government	3	Dr. Vollbrecht
Early European History	3	Dr. Vollbrecht
United States History I	3	Dr. Heathcote
History of Pennsylvania	3	Dr. Heathcote
History of the Far East	3	Dr. Heathcote
History of England	3	Dr. Heim
Economics	3	Dr. Heim
United States History II	3	Dr. Swope
History of Latin America	3	Dr. Swope

*POST SESSION COURSES

ART

COURSE	CREDIT	INSTRUCTOR
Art II	2	Miss Farnham
Art IV	2	Miss Farnham

EDUCATION

Visual Education	1 or 2	Dr. Heim
Principles of Education	3	Dr. Cressman
Child Psychology	3	Dr. Kessler
Safety Education	3	Mr. Killinger
History of Education	2	Dr. Sykes

ENGLISH

Essay	3	Mr. Ricker
World Literature	3	Miss Wilson
Teaching of English	3	Miss Baldwin
English I and II	3	Dr. Slagle

GEOGRAPHY

Geography of Pennsylvania	3	Miss Elliott
Geography of Europe	3	Miss Broadhead
Teaching of Geography	3	Miss Elliott
Economic Geography	3	Miss Broadhead

HEALTH AND PHYSICAL EDUCATION

Curriculum Materials	4	Mr. Allen
Teaching of Health	2	Miss Leech
Hygiene	3	Mr. Allen
Leadership—First Aid	2	Miss Leech

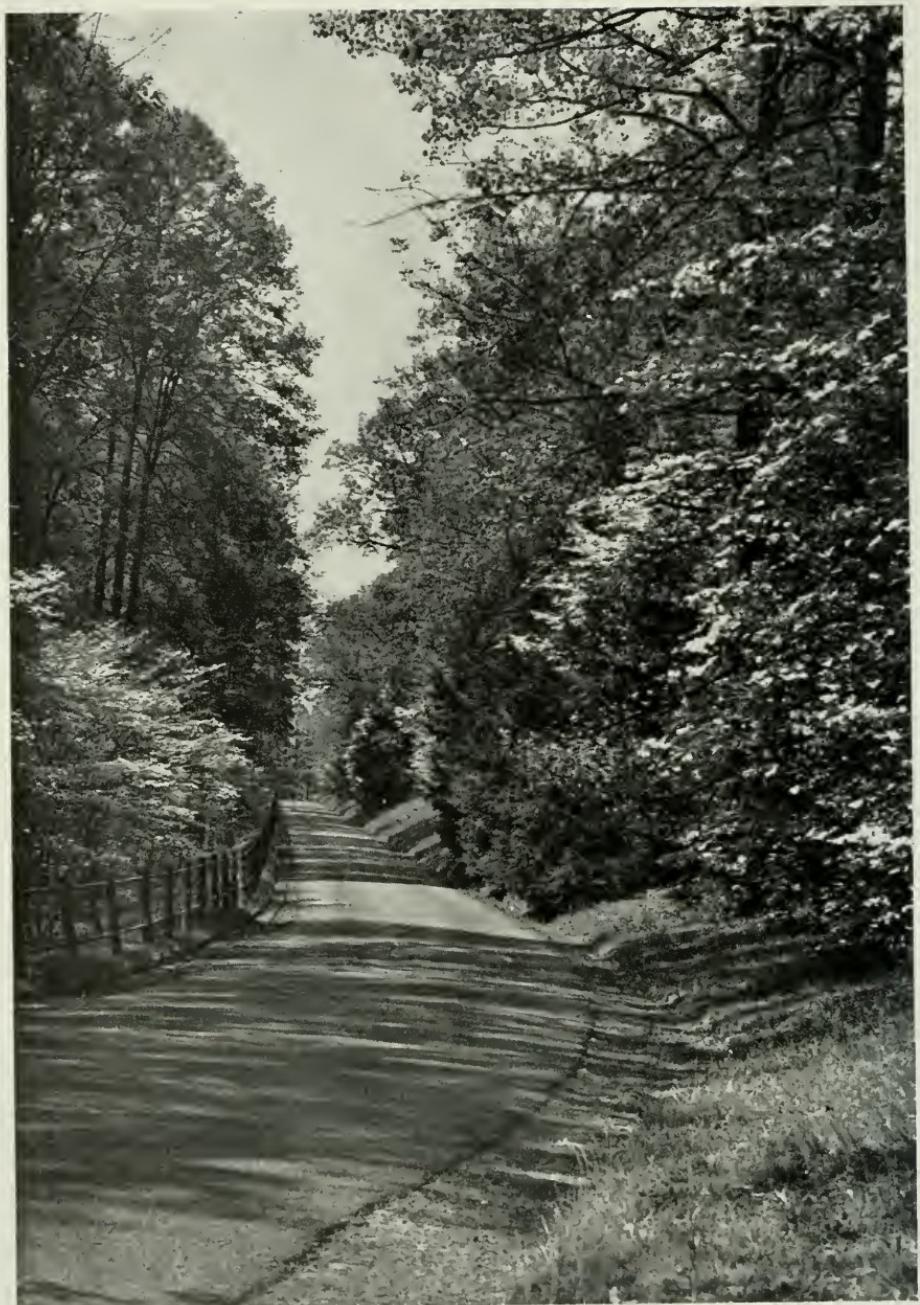
SCIENCE

Biological Science II	3	Dr. Trezise
Physical Science II	3	Dr. McCorkle
Chemistry of Nutrition	3	Dr. Rogers
Curriculum in Elementary Science	3	Miss Greenwood

SOCIAL STUDIES

Teaching of Social Studies (Elementary)	3	Dr. Heathcote
History of Pennsylvania	3	Dr. Heathcote
European History since 1914	3	Dr. Vollbrecht
United States History I or II	3	Dr. Heim

*See first paragraph page 33.



DOGWOOD IN BLOOM, VALLEY FORGE

(Prize Photograph taken by Dr. George Cressman, Head of Education Department)

DESCRIPTION OF COURSES BY DEPARTMENTS

Not all of the courses listed below will be offered during the summer session. However, if a sufficient number of students request any course from the following list, the College will endeavor to offer this course. As a rule, it is necessary to have at least ten students before a course may be offered. Students interested in courses other than those scheduled on pages 27-31 should make a request in writing at the earliest possible time.

ART

Art I—Elementary Industrial Art 2 credits

This course is designed to develop imagination and taste in using materials such as paper, cardboard, wood, yarn, raffia, and clay, and to develop an appreciation of the educational value of these materials. General principles underlying art teaching are considered through lectures, readings, reports, and discussions.

Art II—Elementary Drawing, Design and Color 1½ credits

This course is designed to give students an idea of the intrinsic values of art in an educational program. It stresses expressiveness rather than technical competence. It aims to prepare the prospective teacher to guide and instruct children in art expression. Studio practice consists of problems in picture building, problems in design and color, lettering, and problems in interpreting art in the general school program.

Art IV—The History and Appreciation of Art 2 credits

This course surveys the essential periods of art throughout the ages. It stresses the place of art in the many cultural patterns and attempts to develop fundamental principles of critical judgment and to increase the enjoyment and appreciation of art in everyday life.

<i>Arts and Crafts</i>	3 credits
This is an elective course, useful for students who expect to do camp and playground crafts. The problems include experiments with various inexpensive materials, and the activities are arranged with regard to the interest and needs of the individual student.	
<i>Creative Art</i>	3 credits
This elective course aims to develop expression in drawing and painting, and to furnish a basis for aesthetic judgments. The activities are arranged with regard to the individual interest of the students.	
<i>Problems in Art Education</i>	3 credits
This course is intended for teachers in service who need help in meeting the new demands in art education. Actual experience is provided in selecting, organizing, and evaluating art activities which are in harmony with the theory that art is an integral part of school life.	

EDUCATION

<i>School Law</i>	1 credit
This course concerns itself with the sources of school law and with trends in its development in the United States in general and in Pennsylvania in particular. A major part of the course is devoted to a detailed consideration of existing school legislation in Pennsylvania. Desirable new legislation is discussed and some comparison made with school laws in neighboring states. The work consists of discussions, reports, lectures, and investigations.	
<i>History of Education</i>	2 credits
The purpose of this course is to trace the effect of social, economic, and religious forces on development of educational theory and practice, and their relation to present day education.	

Place and Purpose of Education in the Social Order 3 credits

This is distinctly an orientation and guidance course. It deals particularly with the problems that face the student in understanding the nature and importance of the teaching profession and his own preparation for it. It offers a broad survey of the educational organization in the country at large with detailed reference to certain particular situations.

Educational Measurements 2 credits

This course consists of an examination, discussion, and evaluation of the various tests of intelligence and a discussion of the nature and distribution of intelligence. The various educational and achievement tests are considered in relation to their use, value, and interpretation. The fundamentals of educational statistics are studied in connection with their use in the testing program.

Educational Psychology 3 credits

This course aims to present the facts and principles of psychology in relation to present educational issues. Various practices in education are evaluated in the light of these facts and theories. Several basic psychologies of learning are considered, such as Thorndike's conditioned response, and Gestalt. Such topics as forgetting, intrinsic and extrinsic learning, individual differences, transfer of training, and personality are considered.

Child Psychology 3 credits

This course is concerned with the study of the development of the child from birth to the adolescent years. The physical, environmental, and psychological factors that condition the child's development are considered, and the factors leading to abnormal development and behavior problems, as well as factors contributing to the normal development of the child, are given special attention.

<i>Mental Hygiene</i>	3 credits
This course attempts to analyze the individual from several standpoints according to the principles of mental hygiene. The practical phase of the course is the application of these principles to individual problems of adjustments to the school and society.	
<i>Diagnostic and Remedial Instruction in Reading</i>	3 credits
This course is concerned with diagnosing the difficulties which children in the early grades have in developing desired reading skills and with the application of effective remedial measures. A reading clinic serves as an effective laboratory for part of the work of the course.	
<i>Visual Education</i>	1 credit
The course in visual education considers the need for visual aids in teaching, types of visual aids available, and the general techniques pertinent to their use. Detailed studies are made of the school journey, objects, models, museums, the still and motion picture, and varied graphic materials. The course is largely a laboratory course with special emphasis upon the actual practice and application of the techniques studied.	
<i>Principles of Secondary Education</i>	3 credits
The purpose of this course is to survey briefly the development and nature of secondary education in America, the nature of the secondary school population, and the adolescent boy and girl in particular. Special attention is given to current and possible future trends.	
<i>General Psychology</i>	3 credits
This is the basic course required of all students. Emphasis is placed upon human growth and development and an understanding of the individual in his relationship with a larger social world. Contributions from psychology are brought to bear upon the phenomena of behavior as it is studied and interpreted.	

Early Childhood Education

3 credits

This course involves a study of the growth and development of children from infancy through the sixth year. The stimulation and guidance of children's interests and activities are fully discussed and demonstrated. Then, special arrangements are made for observations in homes where there are babies of different ages and in nursery schools in the surrounding community. Also, many observations in the Demonstration Kindergarten are required so that students may see children develop in an environment which is set up especially for them.

Guidance

2 credits

This course is designed to give a general view of all phases of the guidance program in the secondary school. The unit on educational guidance treats such topics as interest tests and their use, colleges and their opportunities, educational opportunities other than college, financing educational plans, the college of the future. In vocational guidance, techniques for developing and guiding the interests and abilities of individuals are stressed. The third unit concerns itself with human relations. Activities are presented to shed greater light upon the social development of the individual, the home room program, personality development, tests of social usage, the handbook, and human relations courses. General administration, organization, and curriculum in guidance complete the course.

Safety Education

2 credits

The course in safety education deals with such topics as rules, regulations, and laws concerning the driving of automobiles; rules, regulations, and laws setting forth the rights of pedestrians; a study of other hazards that endanger life, such as regulations for fire drills and regulations concerning exits from public buildings. Other topics of a similar nature are dealt with in this course.

Supervision in the Elementary Schools

3 credits

This course should be of particular interest to supervising principals, building principals, and those who intend to prepare themselves for the supervising field. It is concerned with the basic philosophy and principles underlying supervision and with the detailed techniques, methods, and materials pertaining to the improvement of the teaching and learning processes in the elementary school. Supervision will be considered as a co-operative process with improved pupil growth as the objective. The course consists of lectures, discussions, readings, and reports. In the Post Session a similar course will be offered but on the secondary school level.

Experience is a pre-requisite.

A Workshop in Elementary Education

3 credits

The workshop is designed for experienced teachers who desire to study recent trends in elementary education through first hand experience in a school where modern trends are being put into practice. The purpose is to make the services of the college available to teachers who wish to spend a major portion of their time during the summer session working on problems which have arisen in their experience. (A more complete description is found elsewhere in the summer bulletin.) The course is offered as a free elective in Education.

Teaching of Reading

3 credits

The technique and methods of the teaching of reading activities from the kindergarten through grade six. The course covers the evolutionary development of reading, the place of reading activities in life, and certain of the physiological and psychological aspects of reading. Special attention is given to the problems of material, to the measurements of progress, and to diagnosis of remedial methods. Demonstrations and discussions are important features of the course.

Special Education

3 credits

Consideration is given to general problems involved in teaching the Mentally Superior, the Mentally Retarded, and the Physically Handicapped children, including the blind and the deaf. The course includes methods of meeting the educational, social, and psychological needs of all those types of exceptional children especially when they are retained in the grades, and serves as a general introductory course dealing with children placed in various types of special educational opportunities.

Educational Measurements

2 credits

The various educational and achievement tests are examined, discussed, and studied as to use, value, and interpretation. The fundamentals of educational statistics are studied in connection with their use in the testing program.

Teaching of Manuscript Writing

1 credit

A course intended to develop skill in writing the manuscript form. It also treats the subject as a present trend in the education of the young child. The point of view assumes that manuscript writing will be taught in the first three grades as a basis for a cursive system in grades four, five, and six. The course will consider such topics as reasons for teaching manuscript writing, letter forms, size for different grades, position, manuscript writing scales, transfer to cursive, and general methods for teaching manuscript writing. Attention is given to building a writing program for the whole elementary school.

Ethics

3 credits

In order to grasp the real purpose of this course, a survey must be made of the history of religious and philosophical movements in the world. Out of these movements have developed certain standards or norms of conduct and ethical ideals; consequently, the theories attached to these concepts are studied. The implication and direction as related to modern institutions are analyzed.

STUDENT TEACHING AND CONFERENCES

Supervised student teaching will be offered in several fields for a limited number of students who meet the prerequisites. Preceeding and accompanying the teaching will be numerous conferences with college supervisors and the co-operating training teachers. These conferences provide ample guidance for assisting the student teachers in planning suitable learning activities and in reviewing varied instructional materials.

- a. *Elementary Teaching*—Opportunity for teaching in the elementary school from the first through the eighth grade will be provided by the public schools of West Chester. The program, being remedial in nature, will demonstrate ways of bringing about improvement and growth by the children through functional practice and activities.
- b. *Secondary Teaching*—Supervised teaching in the secondary fields will be afforded in a nearby high school. The fields in which experience may be available are: English, Latin, French, German, social studies, mathematics, physics, chemistry, biology, and general science. Candidates should make early application because the opportunities are limited.

Curriculum Materials

3 credits

The course in Curriculum Materials is closely related to the work student teachers are doing at the time. Each supervisor teaches the course to those students who are doing student teaching under her supervision. Emphasis is placed on selection and adaptation of teaching materials, first for those schools in which the students are teaching, and second, in the fields in which they may find positions later. The common principles of curriculum construction are presented in all groups, but the details and applications vary in different groups—elementary, secondary, and the special fields.

ENGLISH

Literature I 3 credits

This course surveys English literature from the tenth through the nineteenth centuries. Particular attention is given to major figures, literary movements and productions, with minor consideration given to types. An anthology is used.

Literature II 3 credits

As a survey of American literature from colonial days to the twentieth century, this course gives special attention to major figures and to the influence of political and social events on American letters. An anthology is used.

English I 3 credits

This course includes significant historical aspects of the English language, work in vocabulary enrichment, use of the dictionary, and perfection of sentence structure through grammatical analysis. Frequent themes based on outside readings related to students' interests are required.

This course stresses the interpretive side of English from the sentence to the paragraph and to the composition as a whole. Analysis, outlining, and precis writing are practiced. Creative writing is primarily composition of an expository and descriptive nature. Pre-requisite: English I.

English III 3 credits

In the course of advanced composition, a study of the several forms of prose writing is made. Students are given opportunity to try each form studied. Pre-requisites: English I and II.

Teaching of English in the Elementary School 3 credits

This course aims to show the development of oral and written expression in the elementary grades. The various forms of oral and written expression are analyzed and evaluated. Spelling, handwriting, vocabulary development, correct speech usage, and other necessary mechanics are given special attention.

<i>Journalism</i>	3 credits
This is a course in school journalism, aiming to give experience in the organizing and conducting of a school newspaper. It includes a brief history of journalism, a study of the methods of reading newspapers, a study of the staff organization of the school paper, and practice in writing news, features, editorials, and headlines.	
<i>Modern Drama</i>	3 credits
The content of this course consists of historical background, biographical material, a survey of modern methods in theater, and the plays of modern dramatists from Ibsen to the present day. The bulk of this material is presented through classroom lectures and discussions; in addition, there is a reading requirement by each student of a certain number of plays.	
<i>Shakespeare</i>	3 credits
Material for this course consists of an outlined study of Shakespeare's time in English history and a detailed study of the most representative plays in such a way that this study may be used by students for teaching any of the plays.	
<i>Teaching of English in the Elementary School</i>	3 credits
This course aims to show the development of oral and written expression in the elementary grades. The various forms of oral and written expression are analyzed and evaluated. Spelling, handwriting, vocabulary development, correct speech usage, and other necessary mechanics are given special attention.	
<i>Teaching of English in the Secondary School</i>	3 credits
This course is concerned with the choice of material and methods suitable for the teaching of English in the junior and senior high school. The course of study in English now used in the State is examined and discussed with a view to adapting it to local conditions.	

<i>World Literature</i>	3 credits
This course studies, in translation, a limited number of recognized classics of the literature of the world. Some attempt is made to recognize the indebtedness of English literature to these masterpieces.	

Speech 3 credits
This course includes the study and application of the fundamental principles of effective speaking and training in the selection, organization, and development of materials suitable for speeches for special occasions, and speeches adapted to the needs of professional and business people. Special emphasis is given to the study of the regulations governing deliberative assemblies and to practice in parliamentary procedure.

<i>Children's Literature</i>	3 credits
This course acquaints the prospective teachers with the stories, poems, and fiction known as children's literature. The student is also trained in using indexes and guides that enable him to select and locate appropriate material for daily classroom use and for programs celebrating various occasions during the year.	

<i>The Essay</i>	3 credits
This course covers the nature of the essay and its place in modern literature. The readings are from both English and American essayists; the collection of essays read include 18th century, 19th century, and 20th century essays.	

GEOGRAPHY

Principles of Geography 3 credits
This is a foundation course leading to an understanding of geography as a science of the relationship between man and his natural environment. This is accomplished through a study of outstanding adjustments to the natural environment complex of climatic regions throughout the world.

<i>Economic Geography</i>	3 credits
This course is designed to develop geographic understanding of world patterns of present and potential producing and consuming areas through a study of regional work activities in their natural environmental and inter-regional relationships.	
<i>Conservation of Natural Resources</i>	3 credits
This course considers the extent and distribution of our natural resources, the problems arising from their exploitation, and the aims and practices of conservation as they are being used. It emphasizes the importance of geographic thinking in the development of local, state, and national conservation programs.	
<i>Geography of Pennsylvania</i>	3 credits
This is a study of (1) the major work activities from the standpoint of geographic planning, (2) how these activities bring Pennsylvania into relation with the other parts of the United States and the rest of the world, and (3) the work and population patterns of their world relations.	
<i>Geography of Latin America</i>	3 credits
This course offers a consideration of political, economic, and cultural conditions of Latin American countries in relation to natural environment. This is followed by a survey of the geography of Latin America as a whole. The course considers mutual benefits derived from amicable relations between the United States and Latin American countries and the place of Latin America in world trade.	
<i>Geography of Europe</i>	3 credits
This is a geographical analysis and interpretation of natural, political, and economic regions of Europe followed by a study of the work and population patterns of Europe as a whole. European spheres of influence are introduced. The geography of current events and inter-national relations are emphasized. Due recognition is given to historical geography.	

Physiography 3 credits

This is a study of land forms or geomorphology. It includes a consideration of the atmosphere and the ocean in relation to landscape and explains the natural environment to which the distribution and behavior of the animal and human world are related. It is a fundamental part of geography and essential to geographic understanding.

Teaching of Geography 3 credits

This is a course designed to acquaint students with up-to-date methods of teaching modern geography. It considers techniques in the use of specimens, pictures, maps, world matter, activities, and other geographic tools. It gives actual experience in the analysis of current events related to geography, the organization of field trips, and the development of units of work with respect to the various levels of difficulty in geographic thinking.

Geography of the Pacific Realm 3 credits

A study of the major geographic regions of Asia, Africa, Australia, and islands of the Pacific and Indian Oceans from the viewpoint of outstanding relationships between cultural and natural landscapes and the inter-dependence of these regions and the rest of the world.

Geography of the United States and Canada 3 credits

This study of man's adjustments to the natural environment in major physical, political, and economic regions of the United States and Canada leads to appreciation of future land utilization possibilities. It also considers the relation of the United States and Canada to the rest of the world.

HEALTH AND PHYSICAL EDUCATION

Gymnastic Activities I and II 1 credit each

This is an introductory course in the fundamentals of gymnastics, marching tactics, apparatus, and games of low organization. Men students are required to pass a minimum number of safety skills on the apparatus. Women students also have stunts and tumbling, volley ball, and tennis.

Gymnastic Activities III and IV 1 credit each

The course in Gymnastics III is devoted to clogging and tap dancing. Gymnastics IV is devoted to more advanced work in gymnastics, apparatus and stunts and tumbling. Elementary practice teaching is begun through the use of small units of materials learned in Gymnastics III.

Gymnastic Activities V and VI 1 credit each

Methods of teaching gymnastics and nomenclature of apparatus exercises are emphasized in this course. Informal methods and natural activities are studied and presented by student teachers to their own units. Advanced apparatus is taught and certain skills are required from each student.

Gymnastic Activities VII and VIII 1 credit each

Theory and methods of different systems of gymnastics are studied and practiced. Planning demonstrations for schools and originating games, practice teaching, discussion of speed ball, tennis, schoolroom activities—these are all required in these courses.

Hygiene I (Personal and Nutrition) 3 credits

This course aims to improve the attitudes and practices of the students as well as to give a background of information concerning personal and community health matters. The course is divided into units covering food, physical activity, fatigue and rest, fresh air and sunshine, special senses, prevention of disease, care of skin, mental hygiene, stimulants, and narcotics, social hygiene and safety education. Special reports and application of material to student problems are required.

Hygiene II (School and Community) 3 credits

This course includes the discussion of the School Health program from the standpoint of healthful school living, Health Service and methods and materials of health instruction, from grade 1 through grade 12. The course includes also the discussion of community health as it is related to the school health program and the work of the United States Public Health Service.

Teaching of Health 2 credits

This course is adapted to fit the needs of the classroom teachers of children in the elementary grades.

Dancing I and II 1 credit each

- I. This course includes the fundamentals of rhythm in bodily movement and in music, with a study of their common elements and relation to each other; the use of percussion and musical accompaniment in the dance; the teaching of rhythms to children, with a study of the teaching approach at different age levels.
- II. The course deals with advanced folk dancing, including American and English Square and Country Dances, and the use of these in recreational programs, teaching principles, and adaptations of folk dances to different age levels in the school program.

Physical Education Tests and Measurements 3 credits

This course consists of (1) a study and evaluation of achievement tests in Physical Education, (2) methods of constructing achievement tests and finding the relationships of capacity, ability, and achievement. Practical tests and measurements will be made by the student under the supervision of the instructor.

<i>Athletic Activities I and II</i>	1 credit each
This course is designed to give instruction in the fundamentals of football, with emphasis on six-man football, cross country, badminton, paddle tennis, ping pong, other individual sports, baseball, and track. Lectures are given on rules and techniques with special emphasis placed on the development of skill. The women students will receive instruction in field hockey, basketball, and baseball, and in addition, they will have individual sports like hand ball, hand tennis, bowling, etc.	
<i>Athletic Activities III and IV</i>	1 credit each
This is a fundamental course in soccer, basketball, and tennis. Charting and statistical work in connection with the varsity games in these activities is required of all. Study and interpretation of the rules and practice in officiating is an important part of the course. Tests based on theory and practice are included. The regular requirement for gaining credit in athletic classes conducted for major students in the Health and Physical Education curriculum must be satisfied. The women students receive instruction in field hockey in addition to the above individual sports. Spaulding guides in the sports listed above are required.	
<i>Athletic Activities V and VI</i>	1 credit each
This course is designed to present fundamentals in golf, wrestling, boxing and track. The material is covered in a manner that gives the students a coaching point of view. Methods of coaching field hockey, basketball, and baseball are presented for the women students and practice in officiating under supervision is emphasized.	
<i>Organization and Administration of Physical Education</i>	4 credits
The purpose of this course is to have the student acquire knowledge of how the health and physical education program is organized, conducted, and supervised in the elementary and secondary public schools. The main topics considered are underlying philosophy of health and physical education, legal status	

of physical education and laws affecting teachers of physical education. Routine clerical work required of teachers in rendering reports, class organization, constructing and revising a course of study, preparing an outline both in health instruction and physical activity program, publicity and means of evaluating a program of health and physical education are taught.

Student Teaching—Health and Physical Education 6 credits

Facilities for a limited number of students will be afforded by the elementary groups of the Demonstration School, the West Chester High School, and the swimming pools and playgrounds of the community. Candidates must be approved by the director of the course.

Physiology II (Physiology of Exercise) 3 credits

In this course a study is made of the reaction of the various bodily systems to muscular activity. Individual systems studied separately, with the coordination of bodily activity, are stressed later. The elements of fatigue and staleness are emphasized.

Teaching of Health 2 credits

Students in the Elementary Curriculum

The course in Hygiene II for major students in the Health and Physical Education Curriculum is adapted to fit the needs of the classroom teacher of children in the elementary school.

Nature and Function of Play 2 credits

This is a study of the theory and philosophy of play. A brief discussion of the historical role of play and its influence in the social development of various peoples is included. A classification of play activities as related to the interests and abilities of different age levels and recreational forms of play and principles of leadership are studied.

Curriculum Materials

4 credits

This course includes a discussion of a modern Philosophy of Education and Modern Physical Education Philosophy, showing the relationship between the two; it includes a critical study of the aims, objectives, and materials as they are incorporated in various elementary and secondary Physical Education Curricula. Opportunity is given for small groups to build a curriculum for a specific situation.

MATHEMATICS

College Algebra I

3 credits

This course is designed for students majoring in mathematics and the physical sciences and planned primarily for those students who are preparing to teach mathematics in the high school. A thorough review is made of those topics which are usually included in high school algebra. Special emphasis is placed upon the graph, the theory of exponents, the quadratic equations, inequalities, imaginary numbers, and progressions. The professional viewpoint is constantly emphasized and complete mastery of subject matter is required. This is a fundamental course and is a pre-requisite for several other courses in mathematics.

College Algebra II

3 credits

This course is a continuation of Algebra I and is conducted on the same plan. It includes mathematical induction, variations, complex numbers, logarithms, theory of equations, theory of investment, partial fractions, determinants, permutations, combinations, the theory of probability, and higher equations. Pre-requisite: Algebra I.

Plane Trigonometry

3 credits

This is a subject matter course embodying a comprehensive presentation of the following: trigonometric functions of an acute angle of a right triangle; the significance of positive and negative angles, and of trigonometric angles in general; theory

of logarithms; trigonometric identities; inverse trigonometric functions; solutions and areas of triangles by natural functions and by logarithmic functions. Pre-requisite: Algebra I.

Teaching of Arithmetic 3 credits

A thorough review of subject matter is made and special emphasis is placed upon the arithmetic required by the adult citizen. The work of the course is definitely professional, but the subject matter offers special opportunity for enlarging the student's informational and cultural background in arithmetic..

Curriculum in Arithmetic 3 credits

This course is planned to show the student that there is a definite need for arithmetic in the child's social life, and that the concrete number experiences of the child may be utilized.. The student is familiarized with the basis of selection of material and with methods of presentation. Modern textbooks and courses of study are carefully examined and observations are made in the Demonstration School.

MUSIC

Ear Training I 2 credits

This study of tone and rhythm is planned so that the student gains power to recognize, visualize, sing and write melodic phrases in all keys.

Ear Training II 2 credits

Ear Training II completes the study of melodic dictation, placing special emphasis on the development of musical memory and the ability to write comparatively long melodic phrases after one hearing.. Pre-requisite: Ear Training I.

Ear Training III 2 credits

This course is designed to develop ability to recognize and write chord progressions, utilizing the various harmonies as they are successively acquired. This course supplements the corresponding semester course in Harmony. Pre-requisites: Ear Training I and II.

Solfeggio I 2 credits

This course purposes to develop in the student the ability to sing at sight, with either sol fa syllables or words, music of moderate tonal and rhythmic difficulty in all major and minor keys in both G and F clefs.

Solfeggio II 2 credits

In this course cromatic tones and more difficult intervals and rhythmic patterns are presented for individual mastery in singing words or sol fa syllables in two, three, and four part songs and exercises. Pre-requisite: Solfeggio I.

Solfeggio III 2 credits

On completion of this course, the abiliy to read fluently and accurately all parts of the composition found in the various texts of the music used in public schools should have been acquired. Pre-requisites: Solfeggio I and II.

Materials and Methods I 3 credits

This course presents methods and materials covering every phase of work in the primary grades and analyzes the psychological principles underlying the presentation of these music materials. Special attention is given to the study of the child voice, treatment of monotones, development of rhythmic and tonal sense, and the beginning of directed music appreciation. In addition to the regular three-hour course, one period a week is devoted to directed observation in which general classroom procedures are observed as well as demonstration lessons by the music supervisor.

Materials and Methods II 3 credits

This course presents methods and materials covering every phase of work in the intermediate grades and analyzes the psychological principles underlying the presentation of these music materials. Attention is given to the study of the child voice. The development of part singing is an important phase of this work, and the organization and training of school choirs is emphasized. Directed observation one additional period during the week as in preceding methods is given. Pre-requisites: Materials and Methods I.

<i>Materials and Methods III</i>	3 credits
This course deals with the organization, administration, and content of required and elective courses in the junior and senior high school.. Attention is given to the problem of the changing and changed voice. Special emphasis is laid upon the choral organizations usually found in these schools. The integration of music with other subjects of the curriculum is stressed. Directed observation one additional period per week, as in preceding methods courses, is included. Pre-requisites: Materials and Methods I and II.	
<i>Harmony I</i>	3 credits
Harmony I includes introduction of tonic, dominant, and sub-dominant harmonies in all their inversions, the sevenths, and very simple chromatic alterations and with all non-choral tones. The course develops musicianship and skill in melody writing, harmonization of melody, and simple creative work.	
<i>Harmony II</i>	3 credits
Harmony II includes introduction of supertonic, submediant and mediant harmonies, with their seventh and simple alterations. It includes also melody writing and creative work, using all the diatonic harmonies with their simple alterations. This material is applied to easy piano harmonizations. Pre-requisite: Harmony I.	
<i>Harmony III</i>	2 credits
This course includes intensive study of chromatic harmony and chord species. This material is applied in various types of modulation and original work. Pre-requisites: Harmony I and II..	
<i>Harmony IV (Keyboard Harmony)</i>	2 credits
This course develops a skill in the application of diatonic harmonies, non-chordal tones, easy chromatic chords to the keyboard. The work includes intensive key drills, transposition, sequence building, melody harmonization and creative work at the keyboard. Pre-requisites: Harmony I, II and III.	

Harmony V (Form and Analysis) 2 credits

This course includes a study of compositions from the stand-point of formal construction and detailed harmonic analysis. The forms studied are phrase, period forms, small forms, song forms with trio, rondo, sonata-allegro, variation. Pre-requisites: Harmony I, II, III, and IV.

Harmony VI 2 credits

This course is a continuation of Harmony III. The subject matter of the course, chromatic harmony, and modulation, is applied freely in original work in the small forms. The course also includes an introduction to some of the modern idioms. Pre-requisites: Harmony I, II, III, IV, and V.

Music I (For Groups I, II, and III) 2 credits

This course places special emphasis upon materials and correct singing. The following items are presented as fundamental elements of musical knowledge, necessary to prospective teachers in elementary or intermediate grades; tone production, reading music with and without syllables, elementary theory, including clefs, signatures, major and minor scales, meter rhythms, ear-training, and dictation.

Music II (For Groups I, II, and III) 1½ credits

This course is designed to meet the needs of the elementary grade teachers. It consists of a study of materials suitable for children in primary, intermediate, and rural school grades; of the methods and devices used in teaching these materials, and of the use of the rhythm band and phonograph and various phases of music study which their use enhances. Observation in Demonstration School is part of this course.. Pre-requisite: Music I.

Instruments

Class instruction in all the orchestral and band instruments is offered. Violin, clarinet, and trumpet are required, and the remainder are elective.

SCIENCE

<i>Physical Science I</i>	3 credits
This is a survey and orientation course in the physical sciences. The material is so chosen as to be of the greatest value to (a) students preparing for elementary teaching, (b) students planning a specialized curriculum in science, (c) students who wish a cultural background in science. The work is non-mathematical and is accompanied by demonstrations and laboratory experimentation.	
<i>Physical Science II</i>	3 credits
This course is a continuation of Physical Science I.	
<i>Biological Science I</i>	3 credits
This is a survey and orientation course in fundamental life processes, growth, development, and reproduction. Special emphasis is given to the study of variations in organisms and their response to environmental changes, including adaptations. Demonstrations include a survey of a few typical forms of the less complex animals and simpler plants with a discussion of their habits and economic importance.	
<i>Biological Science II</i>	3 credits
This course studies the metabolic machinery of vertebrate animals and vascular plants, with considerable emphasis on man's unique position in the biological world. An effort is made to help the prospective teacher understand the child and himself as a complex organism, living in a world greatly modified by human action. Demonstrations and discussions are a part of the course. Pre-requisite: Biological Science I.	
<i>Zoology I</i>	3 credits
This course is intended to acquaint the student with the structure, life history, and behavior of representative specimens of each phylum of invertebrate animals, except the Arthropoda. In the study of types, structure, function, and adaptation are given equal emphasis. The principles of phylogeny and ontogeny are considered. The laboratory and class work are sup-	

plemented by field studies, including observation of habit, ecological conditions, and the use of keys for identification and classification.

Zoology II 3 credits

This is a continuation of Zoology I. Beginning with the Arthropoda and following the procedure of Zoology I, a study of the vertebrate phylum is made. Pre-requisite: Zoology I.

Chemistry I 4 credits

This course in general inorganic chemistry emphasizes a thorough ground work in the fundamentals of the subject. Particular attention is paid to the basic chemical laws, the writing of equations, and problem solving.. Several of the important industrial processes are studied in detail.

Chemistry of Nutrition 3 credits

The content of this course includes such important topics as carbohydrates, fats and proteins, the metabolism of foods, vitamins, dietary standards. Particular attention is given to dietary diseases and their prevention. Pre-requisite: Chemistry I.

Botany I 3 credits

This is a course in the structures and processes of familiar seed plants, including those involved in nutrition, reproduction, and formation of seeds and fruits. A critical analysis is made of variations in plant growth and behavior. Demonstrations and discussions, accompanied by individual field and laboratory studies, are used.

Botany II 3 credits

This course studies the morphology, life histories, and economic importance of fungi, algae, mosses, ferns, and related plant groups. Demonstrations and discussions, accompanied by individual field and laboratory studies, are included.

Physics I 4 credits

A course in general college physics includes mechanics and heat. The work is so arranged that it will be of the greatest

aid to students preparing to teach in the secondary school. Three class periods and one laboratory period each week are given. Pre-requisite: College Algebra..

Physics II

4 credits

This course is a continuation of Physics I and includes electricity, light, and sound. Physics I and II constitute a year of general college physics.

SOCIAL STUDIES

History of Civilization

3 credits

This is a survey course in the social sciences and traces the development of various aspects of the group life. Its aim is to make certain and realistic the information necessary for a proper understanding of the great heritage that is ours in the present day.

Sociology

3 credits

The course deals with a study of the non-economic and non-political behavior of men, with particular reference to groups, their inter-relations and basic processes and their culture. Lectures, special reports, and discussions cover such topics as social groups, culture, influences of environment, influence of heredity, isolation, population trends, conflicts, competition, co-operation, accommodation, assimilation, social control, stratification, and division of labor. The influence of social interaction upon personality is studied. The function of education in its relation to social control, cultural growth, and interaction is given consideration.

American Government

3 credits

The basic facts and principles of government necessary for teaching of courses in Civics, Problems of American Democracy, and United States are studied in this course. The course includes a study of the constitutional structure of the Federal system and the National Government, with particular emphasis on the lawmaking and enforcing agencies and the electorate's influence thereon.

<i>Economics</i>	3 credits
This course emphasizes economic principles which are fundamental for an appreciation of our modern economy. While stressing the forces and factors that explain production, distribution, and consumption in our capitalistic order, much attention is also given to practical economic matters, including labor problems, co-operative movements, and business management.	
<i>United States History I</i>	3 credits
The purpose of this course, which is primarily narrative, is to study the social and political conditions of the pre-revolutionary period to the end of the Civil War. The sources of particular problems are uncovered and the foundations are laid to understand later American development.	
<i>United States History II</i>	3 credits
This course traces American History from 1865 and stresses contemporary problems. The standards and principles of political, social, and cultural institutions are carefully analyzed and studied. Careful attention is given to special problems in our American life which have arisen since the Civil War.	
<i>Early European History</i>	3 credits
The purpose of this course is to trace the evolutionary developments of various elements of our culture which have come down to us from the past and to provide a background for the required courses of Modern European History and American History. Chronological period covered is from 1300-1815.	
<i>Europe Since the World War</i>	3 credits
This course aims to create a better and broader understanding of European post-war problems. Lectures on political, economic, social, and cultural topics help to interpret treaties and alliances concluded by European powers since 1918. The following subjects are discussed: Versailles and Locarno; disarmament and rearmament; security and revision; the League of Nations; fascism, communism; democracy; the Danube and the Balkan problems; the Baltic States and Finland. Special emphasis is given to the problem of Soviet Russia and Nazi Ger-	

many, the rivalries in the Mediterranean, and the Anglo-German problem.

History of Pennsylvania 2 credits

A study which follows the history of the early colonial life of the province so that the political and social life is understood. The relationship of the province, and then the state, to the United States in the formative period is analyzed. Then the growth of the state to the present time is traced.

History of the Far East 3 credits

This course seeks to follow intensively the background of economic, political, and social institutions, and to note the relation to trends at the present time in the Far East. Nationalism in Japan; the struggle for unification in China; the desire for more self-government in India will be studied. The relation of Western powers to the East under these conditions will be examined.

History of Latin America 3 credits

The purpose of this course is to make a survey of Latin American history. The relation of European nations and the United States, particularly with the Latin American countries, is examined. A study is also made of their social and cultural institutions.

Teaching of American History and American Government 3 credits

This course is arranged for the elementary education curriculum, grades one to six. It aims to develop a finer patriotism and democracy. The basic methods and procedures are stressed in the teaching of American History and Government.

EXPENSES

A. UNIFORM FEES

I. REGULAR SUMMER SESSION—6 WEEKS

1. CONTINGENT FEE

The contingent fee is \$6.00 per semester hour of credit. Students who enroll in the special health education curriculum shall be charged an additional fee of \$6.00; those in the public school music curriculum, an additional fee of \$15.00.

2. HOUSING FEE

a. Housing rates for students:

The housing rate for students shall be \$48.00 for the Summer Session. This includes room, meals, and limited laundry.

- (1) For rooms with running water, an additional charge of \$3.00 for the Summer Session may be made.
- (2) No reduction in the rate is made for laundry done at home nor for absence of students who go home for a few days at a time.
- (3) A student may, at the discretion of the President of the College, occupy a double room alone by paying an additional \$15 for the summer session.

b. The rate for transient meals shall be:

Breakfast \$0.35 Lunch \$0.45 Dinner \$0.60

II. PRE-SUMMER SESSION and POST-SUMMER SESSION

The contingent fee for the Pre-Summer Session and the Post-Summer Session is \$6.00 per semester hour of credit. Students in either of these sessions who enroll in the special health and physical education curriculum shall be charged an additional fee of \$3.00. Those in the public school music curriculum will pay an additional fee of \$7.50.

The housing fee for the pre-summer and post-summer sessions is charged at the rate of \$8.00 per week for room, meals, and laundry.

B. MISCELLANEOUS FEES

1. DAMAGE FEE

Student shall be responsible for damages, or breakage, or loss, or delayed return of college property.

2. INFIRMARY FEE

For minor illnesses, boarding students are charged an additional \$1.00 for each day after the third day in the College Infirmary. For the first three days no charge is made. In cases of serious illness, students are removed to a hospital where they must bear their own expenses. Day students who may be admitted to the Infirmary shall pay board at the rate of \$2.00 a day. This charge includes the regular nurse and regular medical service, but does not include special nurse or special medical service.

3. DEGREE FEE

A fee of \$5.00 shall be paid by each candidate for a degree to cover the cost of degree diploma.

4. RECORD TRANSCRIPT FEE

One dollar (\$1.00) shall be charged for the second and each subsequent transcript of records.

5. LATE REGISTRATION FEE

A late registration fee of \$1.00 per day, not to exceed \$5.00 , shall be paid by students who do not register on the appointed registration day, except where pre-approval has been obtained from the President of the College.

C. DEPOSITS

ADVANCE REGISTRATION DEPOSIT

A deposit of \$10.00 shall be made by all students when they request registration. This is a guarantee of the intention of the student to enter college for the term or semester designated. It is deposited with the Revenue Department to the credit of the student's contingent fee. If, however, the student notifies the college at least three weeks before the opening of college that he is unable to enter, or if the student is rejected by the college, repayment of this deposit will be made through the Department of Revenue, on application from the student through the college authorities.

Check or money order for this amount shall be drawn to the Commonwealth of Pennsylvania. Money orders should be made payable at Harrisburg, Pennsylvania.

D. ADDITIONAL COSTS

1. STUDENT ACTIVITIES FEE

A fee to be determined by each institution will be collected from all students and administered under regulations approved by the Board of Trustees through a co-operative organization. This fee will cover the cost of student activities in athletics, lectures, entertainments, student publications, et cetera. This fee, as determined and collected by the Student Activities Association of the State Teachers College at West Chester, is \$2.00 for the Summer Session and for the Pre-Session and Post-Session, \$1.00 each.

2. BOOKS AND SUPPLIES

Each student purchases his own books. These may be bought at the College Book Store in the Main Dormitory, which carries in addition to books a complete line of students' necessities, such as stationery, laundry bags, parcel post cases, athletic goods.

E. REPAYMENTS

1. REPAYMENTS WILL BE MADE:

- a. For personal illness, the same being certified to by an attending physician, or for such other reasons as may be approved by the Board of Trustees for the amount of the housing and contingent fees paid by the student for the part of semester which the student does not spend in college.
- b. For advance registration deposit by students, provided they notify the college not less than three weeks before the opening semester or term of their intention not to attend, or provided the student is rejected by the college.

2. REPAYMENTS WILL NOT BE MADE:

- a. To students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from the college.
- b. For any part of the advance registration deposit for any cause whatsoever except where students give notice of their intention to withdraw at least three weeks before the college opens or when the student is rejected by the college.

No student shall be enrolled, graduated, or receive a transcript of his record until all previous charges have been paid.

No fees or deposits other than those specified above may be charged by a State Teachers College.



HISTORY OF THE COLLEGE

West Chester is the county seat of Chester County, one of the three original counties laid out by William Penn. On the seal of the county is engraved a plow, symbolizing the agricultural character of the rolling hills which have often been compared to the beautiful English countryside.

To students of literature and art, West Chester has significance, for it is the home of the distinguished novelist, Mr. Joseph Hergesheimer. Sidney Lanier once lived in West Chester, and the birthplaces of Bayard Taylor and Thomas Buchanan Read are not far from the college. The country which Howard Pyle, an artist, made famous by his illustrations lies along the neighboring Brandywine, and the home of N. C. Wyeth, a world renowned pupil of Pyle, is at nearby Chadds Ford.

Not far from West Chester on the estate of Pierre S. duPont are the famous Longwood Gardens which are open to the public. Here are found a magnificent conservatory, a beautiful open-air theatre, a famous carillion of bells, and a very beautiful display of colored fountains.

The country around West Chester is rich in historical significance. Valley Forge, with its impressive Memorial Chapel, the Brandywine Battlefield, Birmingham Meeting House, and the scene of the famous Paoli Massacre lie close at hand. The proximity of West Chester to historical Philadelphia enables students to enrich their courses and add to the value thereof by visits to well-known shrines and institutions, such as Independence Hall, Carpenters' Hall, the Betsy Ross House, the Poe House, the Benjamin Franklin Memorial, the Wil-

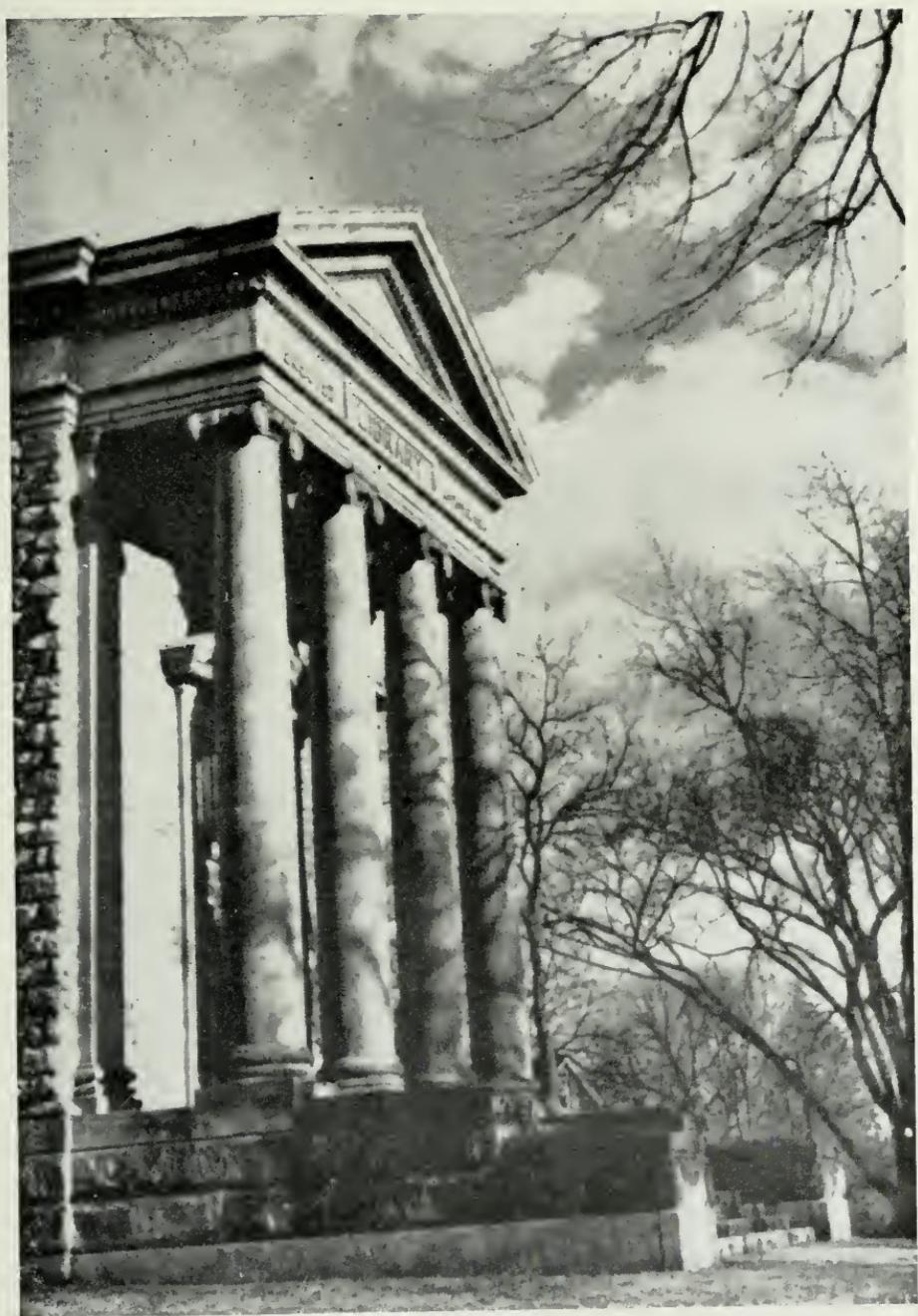
liam Penn House, the Pennsylvania Museum of Art, the Academy of Fine Arts, the United States Customs House, the United States Mint, the Zoological Gardens, the Franklin Institute, and the Academy of Natural Sciences. Philadelphia's fine musical organizations afford opportunities to music lovers to hear the best concerts and operas. This is a particular advantage to those interested in the curriculum for music supervisors.

The college traces its beginnings to the West Chester Academy which was organized in 1812. In 1869, the trustees of that institution took the first steps toward the establishment of the West Chester Normal School. Students came to this institution to prepare for teaching, and in 1871 the State began to grant money to pay for part of their training. This State Aid, as it was then called, has continued under different forms up to the present time. The West Chester Normal School had five principals, the last of whom, Dr. Andrew Thomas Smith, was a scholarly and deeply loved executive. The State Normal School became the State Teachers College in 1927, and the title of principal was changed to President. Among the principals and presidents who have served the school, the fourth principal, Dr. George Morris Philips, stands out prominently. For him the auditorium and administration building is named. Through his long term of service he made a contribution to education of which the college is proud. He stands out pre-eminently as a builder. When he took charge of the school, there was only one building on the campus, what is now the central part of the women's dormitory. During his principalship, which extended from 1881 to 1920, the plant was gradually increased with additions to the Main Building, the Old Gymnasium, the former principal's residence, the Infirmary, and the Recitation Hall. New educational techniques at the turn of the century gave us the Demonstration School and the Library. In 1911

Wayne Hall was built on the site of Camp Wayne, which was used for recruiting purposes during the Civil War. In 1925 the Philips Memorial was built. It is used as an administration building and as an auditorium. The Ehinger Gymnasium and the President's Residence on Rosedale Avenue were built in 1930. The most recent additions to the campus are the re-modeled Library and the Power House, a well-equipped Laundry, and a modern Education Building.

The college enjoys a reputation for leadership in the educational world. One of the earliest summer schools in the country was held here in 1877. West Chester printed one of the first Student Handbooks in 1895.

Among the material treasures of the school are: an original painting of George Washington by Charles Wilson Peale for which Washington gave sittings at Valley Forge during the memorable winter of 1777-78; a mahogany grandfather's clock, once the property of Benjamin Franklin; a large collection of letters from the pens of Washington, LaFayette, Green, Arnold, Wayne, Hamilton, Putnam, Sullivan, and Gates, as well as from such literary men as Sidney Lanier and Thomas Buchanan Read; the herbarium of Dr. William Darlington; and the autographed book collection of Dr. George Morris Philips, to which the English Professional Club is constantly adding.



THE LIBRARY

BUILDINGS AND GROUNDS

The campus of the State Teachers College consists of 52 acres of ground located in the southern part of West Chester. Erected on these grounds are thirteen buildings, among which are the New Education Hall and the renovated Library which have just recently been completed under the General State Authority Building Program. The Education Building is modern Gothic architecture, well-furnished, and affords splendid opportunities for classroom work. The renovated Library houses about 34,000 carefully selected volumes of reference books. Other buildings are: two gymnasiums, equipped with modern apparatus; a Laboratory School where up-to-date theories of education are demonstrated and practiced; a large Dormitory for women students and a Dormitory for men students; a new Auditorium and Administration Building, considered by many as one of the finest of its kind—these, together with the Power House and the Laundry, constitute an attractive physical environment for students.

REQUIREMENTS FOR ADMISSION TO THE REGULAR SESSION OF THE COLLEGE*

Students desiring to make application for admission to the regular session of the State Teachers College must meet the following requirements for admission as set up and adopted by the Board of Teachers College Presidents on April 12, 1932.

1. General scholarship as evidenced by graduation from an approved four year high school or institution of equivalent grade, or equivalent preparation as determined by the Credentials Division of the Department of Public Instruction, and ranking in the upper half of the class at graduation. Candidates for admission who lack this rank at graduation will be required to present further evidence of fitness.
2. Integrity and appropriate personality as shown by an estimate by secondary school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance, and sympathy.
3. Health, physical vigor, emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher and absence of predisposition toward ill health as determined by a medical examination at the college.
4. Normal intelligence and satisfactory command of English as evidenced by ratings in standard tests.. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all State Teachers Colleges.
5. A personal interview with particular attention to personality, speech habits, social presence, expressed interests of the applicant and promise of professional development.

*If further information concerning admission to the college is desired, please write to the Dean of Instruction for Application Blanks.

COLLEGE COURSES FOR TEACHERS—1942-1943

During the regular college year 1942-1943, college courses for teachers will be offered each night and Saturday morning for those who desire to continue their studies toward the completion of the Bachelor's degree. Information will be furnished as to the various courses, time of meeting, and place, upon application at the office of the Dean of Instruction of the State Teachers College, West Chester, Pennsylvania.

A charge of \$6.00 per semester hour of credit is made for College Courses for Teachers.

PLACEMENT SERVICE

The college maintains an up-to-date Placement Service for teachers, and while the college does not guarantee a position to Summer Session students, it will use every effort to secure teaching positions for those desiring to teach.

Prospective teachers should get in touch with the Dean of Instruction, who has charge of the Placement Service, if they are interested in obtaining position for the coming year.

MEMBERS OF THE FACULTY FOR THE SUMMER SESSIONS

With the exception of the President of the College and the Dean of Instruction, names are arranged in the order of appointments.

CHARLES S. SWOPE

President of the College

West Chester State Teachers College; Dickinson College, A. B.; University of Pennsylvania, A.M.; Dickinson College, Pd.D.

WINFIELD W. MENHENNETT

Dean of Instruction, Registrar, and Member of the Social Studies and Education Departments

East Stroudsburg State Teachers College; New York University, B.S.; A. M.

GRACE D. McCARTHY

Head of the Department of English

University of Michigan, A.B.; University of Chicago, A.M.

HARRIET A. ELLIOTT

Head of the Department of Geography

Slippery Rock State Teachers College; Geneva College, B.S.; Columbia University, A.M.

C. EDWARD HAUSKNECHT

Head of the Department of Music

Bloomsburg State Teachers College; New York University, B.S.; M.A.

GERTRUDE K. SCHMIDT

Member of the Music Department

Trenton State Teachers College; New York University, B.S. in Music; A.M.

S. ELIZABETH TYSON

Member of the English Department

West Chester State Teachers College; New York University, B.S.; M.A.

CHARLES W. HEATHCOTE

Head of the Department of Social Studies

Gettysburg College, A.B.; University of Pennsylvania, A.M.;
George Washington University, Ph.D.

HAZEL L. LAMBORN

Member of the Art Department

West Chester State Teachers College; Pennsylvania Museum
and School of Industrial Art; Columbia University, B.S.; M.A.

FLORENCE A. LEE

Member of the Department of Music

West Chester State Teachers College; New York University,
B.S.Mus.; M.A.

MARION FARNHAM

Head of the Department of Art

Massachusetts School of Art; University of Puerto Rico, A.B.;
Boston University, A.M.

THELMA J. GREENWOOD

Member of the Science Department

West Chester State Teachers College; University of Pennsylvania, B.S.; New York University, M.A.

CLARENCE L. MCKELVIE

Personnel Director and Member of the Education Department

West Chester State Teachers College; University of Pennsylvania, B.S.; A.M.

MARY CONNELL

Member of the Education Department

West Chester State Teachers College; Columbia University,
B.S.; M.A.

LEONE E. BROADHEAD

Member of the Geography Department

Clarion State Teachers College; Geneva College, A.B.; Co-
lumbia University, M.A.

MARY E. CLARK

Member of the Department of English

Lock Haven State Teachers College; Wellesley College, A.B.; Columbia University, A.M.

BENJAMIN W. DAILY

Director of Student Teaching and Principal of the Demonstration School

Baker University, A.B.; Columbia University, M.A.; Ph.D.

MARY M. HOLLAND

Member of the Mathematics Department

West Chester State Teachers College; Columbia University, B.A.; M.A.

DOROTHY RAMSEY

Member of the English Department

University of Pennsylvania, B.S.; M.A.

ANNE M. SCHaub

Member of, and Supervisor of Student Teaching in, Health and Physical Education Department

Columbia University, M.S.; M.A.

HARRY R. ALLEN

Head of the Department of Health and Physical Education

Indianapolis Normal College; Temple University, B.S.; M.S.

PAUL McCORKLE

Head of the Department of Science

Ohio State University, B.A.; Cornell University, Ph.D.

FRANCES M. BALDWIN

Teacher of Third Grade in the Demonstration School

West Chester State Teachers College, B.S.; Temple University, M.S.

***W. GLENN KILLINGER**

Dean of Men, Coach of Football and Baseball, and Member of
the Health and Physical Education Department

Pennsylvania State College, B.S.; Columbia University, M.A.

S. POWELL MIDDLETON

Teacher of Instruments, Band and Orchestra

West Chester State Teachers College, B.S.; Duquesne University, M.S.

GEORGE R. CRESSMAN

Head of the Department of Education

Pennsylvania State College, B.S.; University of Pennsylvania,
A.M.; Ph.D.

THOMAS J. S. HEIM

Member of the Social Studies and Education Departments

Bucknell University, B.S.; M.A.; University of Pittsburgh,
Ed.D.

MABEL KESSLER

Member of the Department of Education

West Chester State Teachers College; University of Pennsylvania,
B.S.; M.A.; Ph.D.

IRENE M. KING

Dean of Women

Baylor University, B.A.; University of Pennsylvania, M.A.

KENNETH C. SLAGLE

Member of the English Department

Mount Union College, B.A.; University of Pennsylvania, M.A.;
Ph.D.

SARA E. BALDWIN

Member of the Education and English Departments

Genesco State Normal School; University of California; Columbia University, B. S.; M.A.

*On leave of absence for military duty.

EARL F. SYKES

Supervisor of Student Teaching, Rural Group, and Member of the Department of Education

Southwestern College; University of Montana, B.A.; M.A.; Columbia University, Ed.D.

WILLIAM R. BENNER

Member of the Social Studies and Geography Departments

Muhlenberg College; West Chester State Teachers College, B.S.; Temple University, M.S.

WILLARD J. TREZISE

Member of the Science Department

Lebanon Valley College, B.S.; John Hopkins University, Ph.D.

ROBERT B. GORDON

Member of the Science Department

Ohio State University, B.Sc.; M.Sc.; Ph.D.

WILLIAM F. VOLLBRECHT

Member of the Social Studies Department

Northwestern University, A.B.; B.S.; Columbia University, M.A.; University of Pennsylvania, Ph.D.

KATHARINE M. DENWORTH

Member of the Education Department

West Chester State Teachers College; Swarthmore College, A.B.; Columbia University, A.M.; Ph.D.

ROLAND H. CHATTERTON

Supervisor of Student Teaching, Secondary Group

Rhode Island State College, B.S.; Boston University, M.A.; Columbia University, Ph.D.

HALE G. PICKETT

Head of the Department of Mathematics

Indiana State Normal School, Ph.B.Ed.; Indiana University, A.B.; Columbia University, M.A.; Ph.D.

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APPLICATION FOR ADMISSION

Application for admission to the 1942 Summer Session may be made on this page and mailing it to the State Teachers College, West Chester, Pennsylvania.

Each student should see to it that his or her high school record is on file at the college before the opening day of the Summer Session.

Date _____

Name _____
(LAST NAME FIRST)

Address _____
NUMBER AND STREET

TOWN

COUNTY

STATE

Graduate _____ High School _____ (Year) _____

College Attended _____

1. _____

List Subjects Desired 2. _____

Regular Session 3. _____

4. _____

Classification:—Check the one that applies:

Renewal of Partial Elementary Certificate.

Candidate for Permanent Certificate.

Candidate for B.S. Degree.

Renewal of State Standard Limited Certificate.

Extension of College Certificate to Special Field.

Are you interested in the Pre-Summer Session of 3 weeks, June 8 to June 29?

Yes _____ No _____

Are you interested in the Post-Summer Session of 3 weeks, August 10 to August 29?

Yes _____ No _____

What Course would you be interested in for:

Pre-Summer Session? Post-Summer Session?

1. _____ 1. _____

2. _____ 2. _____

